

**Communication Theories**

Code: 103851  
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	FB	2	1

**Contact**

Name: Jaume Soriano Clemente  
Email: Jaume.Soriano@uab.cat

**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Maria Corominas Piulats

**Prerequisites**

No specific knowledge is required.

**Objectives and Contextualisation**

This module belongs to the Communication matter and it is qualified as fundamental within the Journalism Bachelor Degree. It is believed there is a progressive logic linking the basic modules of the Communication matter, based on a long teaching experience and structured as follows:

1. History of Communication. Introduces the student in the historical evolution of communication and journalism from the first communicative phenomena to nowadays communicative experiences.
2. Structure of Communication. Presents the communicative ecosystem, its dynamics and structural logic.
3. Communication theories. Presents and specifies the different theories, schools, authors and different communication analysis perspectives.

The general training objectives of this modules are: 1) identify the main theories in the communication field, the conceptual elaboration and the theoretical approaches that lay the foundations of its knowledge; I 2) favour critical thinking about the role of the media within society.

**Competences**

- Demonstrate a critical and self-critical capacity.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- Demonstrate adequate knowledge of Catalonias socio-communicative reality in the Spanish, European and global context.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.

- Differentiate the disciplines main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the medias structure.
- Identify modern journalistic traditions in Catalonia, Spain and worldwide and their specific forms of expression, as well as their historic development and the theories and concepts that study them.
- Manage time effectively.
- Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
- Respect the diversity and plurality of ideas, people and situations.
- Rigorously apply scientific thinking.
- Use a third language as a working language and means of professional expression in the media.

## Learning Outcomes

1. Contextualise the different journalistic trends and the work of renowned journalists.
2. Demonstrate a critical and self-critical capacity.
3. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
4. Describe the structure of the media and its dynamics.
5. Develop autonomous learning strategies.
6. Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
7. Differentiate the specificities of audiovisual languages.
8. Explain the development of modern international journalistic traditions.
9. Find substance and relevance in documents on theory, structure and communication in a third language.
10. Identify the fundamentals of theories and the history of communication.
11. Identify the media system and groups that have had, at a given point in time, the power to inform, and be able to describe the legal framework that exerts a certain governance on the media.
12. Identify the structural foundations of the communication system.
13. Interpret and discuss texts regarding the main communication and journalism theories and present the summary of the analysis in writing and in public.
14. Link social analysis and impacts of new communication technologies.
15. Link the historic development of journalistic forms and traditions with the groups that have had, at a given point in time, the power to inform and the manner in which this power was accessed.
16. Manage time effectively.
17. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
18. Respect the diversity and plurality of ideas, people and situations.
19. Rigorously apply scientific thinking.

## Content

### SYLLABUS:

Introduction and year planning. Presenting the program.

Interpersonal communication.

Non-verbal interpersonal communication.

Media communication. Beginning of the communication media research.

Media communication. Functionalist paradigm.

Media communication. Agenda setting theory.

Media communication. Silent spiral theory.

Media communication. Social construction of reality.

Media communication. Birmingham school.

Media communication. Media events.

Media communication. Journalistic process of scandals.

Media communication. Post-truth.

The calendar detailed with the content of the different sessions will be presented on the day of presentation of the subject. It will be uploaded to the Virtual Campus, where students will also be able to access the detailed description of the exercises and practices, the various teaching materials, and any necessary information for the proper follow-up of the subject.

This teaching guide includes a gender perspective when addressing the module's content.

## Methodology

The learning will be based on lectures, class debates, readings, tutoring, projects and tests. The main goal of this module is to lay the foundation and develop a critical analysis and critical thinking.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	32	1.28	19, 6, 7, 10, 12, 13, 14, 18, 9
Seminars	14	0.56	19, 5, 6, 13, 14, 18, 9
Type: Supervised			
Tutoring	19	0.76	19, 3, 5, 2, 16, 18
Type: Autonomous			
Personal study and oriented readings	65	2.6	5, 6, 7, 11, 10, 12, 13, 14, 18, 9

## Assessment

### Evaluation

#### 1. Continued evaluation of students enrolling this module for the first time

All the students who are taking the module for the first time will follow the continued evaluation system: two tests (test type) + individual work project + participating on the seminars

1.1 Tests (having a 37% value each of the final grade), which will be about the theories and debates given in the lectures and about the content of the module's mandatory readings. The aim of these tests is to prove the students' knowledge on communication theories, conceptual definitions, theoretical approaches and social communication analysis.

1.2 Fulfilment of an individual project (16% value of the final grade) within the module's seminars. The project will be an academic essay about a current topic brought up by the communication media only after the date this module started on. The aim of the project is to evaluate the comprehension, the analysis capability, structuring and systematization of knowledge acquired during the module and applied to a case or situation.

It will have to be carried on from the perspective of the analysed theories in the lectures work of frame. The seminars' teachers will decide if the essay topic suggested by the student is appropriate or not. If necessary, the teachers will give the indications for the students to reformulate the project. The same teachers will be doing a follow up and tutoring on the student's project.

The individual project will be evaluated using a scoring rubric that will be based on:

Introduction (up to 1 point);

Appropriate usage of the theoretical frame (up to 2 points);

Argumentation (up to 1 point);

Conclusions (up to 2 points);

Writing style (up to 1 point);

Font (up to 1 point);

References (up to 1 point);

Originality (up to 1 point)

1.3 Seminar participation (10% value of the final grade). In the seminars there will be discussions and debates about the mandatory readings. These readings are planned to provide knowledge about the usage of the communication theories within the analysis of reality and news. The readings will be mandatory and, together with the content of the lectures, they are part of the module's core.

Final mark.

Each student will have to take, at least, the two tests and the individual project. To pass the module it will be necessary to have passed both of the exams. If one of the tests is failed, the final mark of the module will be the same one of the failed test. Given the case the student doesn't take one of the tests, the final grade will be "not evaluable". If the student has failed both of the tests, the final grade will be the average of both tests.

As to the project, in case the student doesn't have an appropriate topic suggestion, or in case he or she doesn't do it at all, the student will be "not evaluable". Because the module has a continued evaluation, if a student is "not evaluable" on the project, he/she will also be "not evaluable" on the module's final grade.

Because of this, the result would be:

Test 1: 37%

Test 2: 37%

Individual essay: 16%

Seminar's participation: 10%

2. Evaluation of students enrolling this module for the second time or more

The students taking this module for the second time or more will be able to follow one of the other two forms of evaluation:

2.1 Continued evaluation - two tests (test type) + individual work project + participating on the seminars. The student will follow the same procedure of evaluation as explained in the section 1. The requirements to pass the module are the same as the ones specified in the section 1.

Final mark. Same procedure as section 1.

2.2. Final test (test type) the students taking the module for the second time or more will also be able to be evaluated only by completing a test, according to the article 117.2 of UAB's Academic Regulation, applicable to all the university students regulated accordingly to the Royal Decree 1393/2007, of 29<sup>th</sup> of October, modified by the Royal Decree 861/2010 of the 2<sup>nd</sup> of July. The students who choose this evaluating option will be welcomed to join the lectures and the seminars, as long as they are aware that the only evaluated activity they will take will be this test. They will not be evaluated within seminar participation nor the fulfilment of the project.

Final mark. The final grade of the students who choose this evaluation will be the same as the one they get in the test they'd take.

### 1. 3. Second-chance exam:

According to the UAB's Academic Regulation, students will have the chance to make up for the evaluation activities. The students who will be able to take them are:

3.1 Students taking the module for the first time or more (as long as they chose this evaluation option) - two tests + individual project + seminar participation. The students who took the tests and failed them will have the right to retake one or two of the tests failed.

It will not be possible to retake the individual project. The aim of the project is to evaluate the comprehension, the analysis capability, structuring and systematization of knowledge acquired during the module and applied to a case or situation. It is the result of a continued evaluation started at the beginning of the semester and it will not be able to redo it within a short time.

It will also not be possible to retake the participation in the seminars for obvious reasons.

3.2 Students taking the module for the second time or more who chose to follow the one final test evaluation. The students who did this exam and failed will be able to retake that test if they failed with a higher grade than 3.5.

### 4. Chances to get a higher mark

4.1 The students who have followed the continued evaluation and passed the exams can take the make up exam to get a higher grade. They can do it either with both exams or only one. In any case, the student will have to accept the results they get, even if they are worse than before. If one of the make up exams is failed, then the final grade of the module will be the same as the one in the test.

4.2 Students taking the module for the second time or more who choose the final test evaluation system and have passed, will also have the chance to take a make up exam to get a higher grade. In any case, the student will have to accept the results they get. The final grade will be the same as the one in this exam.

### 5. Ordinary revision of the evaluated activities:

Given the case the student is not satisfied with the grades of his or her different evaluated activities, there will be an option for revising these activities. In the case of the tests and final exam, the ordinary revision will be carried by the teacher in the lectures. The individual project and the seminar participation will be revised with the seminar teacher. The dates and times of the ordinary revision will be made public through UAB's Virtual Campus.

### 6. Extraordinary revision of the module's final grade:

In case of not agreeing with the final qualification of the module, the student will have the right to ask for an extraordinary revision. He or she will have to fill a reasoned request to the Communication Sciences Faculty

office within the fifteen days following the publication of the final mark. The revision will be carried out following the extraordinary revision instructions approved by the Faculty Board on the 5th of May of 2016.

NOTE: The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual essay	16%	10	0.4	19, 17, 3, 4, 5, 2, 6, 7, 8, 11, 10, 13, 14, 15, 18, 9
Seminar participation	10%	6	0.24	3, 5, 2, 6, 13, 14, 18, 9
Test 1	37%	2	0.08	19, 1, 3, 5, 2, 6, 7, 8, 16, 10, 12, 13, 14, 15, 18
Test 2	37%	2	0.08	19, 1, 3, 5, 2, 6, 7, 8, 16, 10, 12, 13, 14, 15, 18

## Bibliography

Altheide, David. 2014. *Media Edge. Media Logic and Social Reality*. Nueva York: Peter Lang.

Altheide, David. 2016. *Media syndrome*. Nueva York: Routledge.

Andrejevic, Mark. 2009. "Critical Media Studies 2.0: an interactive upgrade". *Interaccions: Studies in Communication and Culture*, 1 (1): 35-51.

Austin, John L. 1971. *Palabras y acciones: Cómo hacer cosas con palabras*. Barcelona: Paidós. [Ed. original: 1962]

Berry, David M. 2014. *Critical theory and the digital*. Nova York: Bloomsbury Academic.

Bonynton, GR i Glen W. Richardson Jr, G. 2016. "Agenda setting in the twenty-first century". *New Media & Society*, 18(9): 1916-1934.

Curran, James, Michael Gurevitch i Janet Wollacot, eds. 1981. *Sociedad y comunicación de masas*. Mèxico: Fondo de Cultura Económica. [Ed. original: 1947]

Curran, James, David Morley i Valerie Walkerdine, comps. 1998. *Estudios culturales y comunicación. Análisis, producción y consumo cultural de las políticas de identidad y el posmodernismo*. Barcelona: Paidós. [Ed. original: 1996]

Goffman, Erving. 2009. *Presentación de la persona en la vida cotidiana*. Buenos Aires: Editorial Amorrortu. [Ed. original: 1959]

Jay, Martin. 1974. *La imaginación dialéctica. Historia de la Escuela de Frankfurt y el Instituto de Investigación Social (1923-1950)*. Madrid: Taurus. [Ed. original: 1973]

Knapp, Mark L., Judith A. Hall i Terrence G. Hogan. 2014. *Nonverbal Communication in Human Interaction*. Wadsworth: Cengage Learning.

Lippman, Walter. 2003. *La opinión pública*. Madrid: Langre. [Ed. original: 1922]

McCombs, Maxwell. 2006. *Estableciendo la agenda. El impacto de los medios en la opinión pública y en el conocimiento*. Barcelona: Paidós. [Ed. original: 2004]

Moragas, Miquel. 2011. *Interpretar la comunicación*. Barcelona: Gedisa.

- Morley, David. 1996. *Televisión, audiencias y estudios culturales*. Buenos Aires: Amorrortu. [Ed. original: 1992]
- Muñoz López, Blanca. 2007. "De las industrias culturales a los circuitos culturales. La metamorfosis de un proceso ideológico". *Sociedad y Utopía. Revista de Ciencias Sociales*, 29: 19-36.
- Musarò, Pierluigi. 2017. "Mare Nostrum: the visual politics of amilitary-humanitarian operation in the Mediterranean Sea". *Media, Culture & Society*, 39 (1): 11-28.
- Noëlle-Neumann, Elisabeth. 1995. *La espiral del silencio. Opinión pública: nuestra piel social*. Barcelona: Paidós. [Ed. original: 1984]
- Noelle-Neumann, Elisabeth. 1993. *La espiral del silencio. La opinión pública y los efectos de los medios de comunicación*. *Comunicación y Sociedad*, Vol. VI (1-2): 9-28.
- Nothias, Toussaint. 2018. "How Western Journalists Actually Write About Africa. Reassessing the myth of Representations of Africa". *Journalism Studies*, 19 (8):1138-1159.
- Rosenberry, Jack i Lauren A. Vicker. 2017. *Applied Mass Communication Theory: A Guide for Media Practitioners*. ProQuest Ebook Central, <https://ebookcentral-proquest-com.are.uab.cat/lib/UAB/reader.action?docID=4862639> (Consulta: 15-06-2018).
- Rui, Jian Raymond i Michael A. Stefanone. 2016. "The Desire for Fame: An Extension of Uses and Gratifications Theory". *Communication Studies*, 67 (4): 399-418.
- Thompson, John B. 2005. "The New Visibility". *Theory, Culture & Society*, 22 (6): 31-51.
- Walsh, Mihael J. i Stephanie A. Baker. 2017. "The Selfie and the transformation of the public-private distinction". *Information, Communication & Society*, 20 (8):1185-1203.
- Watzlawick, Paul, Janet H. Beavin i Don D. Jackson. 1985. *Teoría de la comunicación humana: interacciones, patologías y paradojas*. Barcelona: Herder. [Ed. original: 1967]
- Wenner, Lawrence i Andrew C. Billings, eds. 2017. *Sport, Media and Mega-Events*, ed. Abingdon, Oxon: Routledge. ProQuest Ebook Central. <https://ebookcentral-proquest-com.are.uab.cat/lib/UAB/detail.action?docID=4831596> (Consulta: 15-06-2018).
- Ytreberg, Espen. 2016. "Towards a historical understanding of the media event". *Media, Culture & Society*, 39(3): 309-324.