



Universidad  
**Nebrija**

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*GRADO EN  
TRADUCCIÓN  
CURSO 2011/2012*

**Course:**  
**Communication Theory**  
**Code:**  
**PUB 101**



**Course: PUB101 Communication Theory**

**Instruction: Basic**

**ECTS Credits: 6**

**Year: 2º TA / Doble**

**Semester: 1**

**Professor: Silvia Herreros de Tejada**

**Academic year: 2011-2012**

## **1. PREVIOUS REQUIREMENTS**

None.

## **2. BRIEF COURSE DESCRIPTION**

The course provides students with an overview of the principles and central ideas involved in the communication process. It deals with the communication field within the global context of Social Sciences as well as with other domains, like mass communication media and communication professional skills.

## **3. LEARNING OBJECTIVES AND SKILLS**

### Basic Learning Objectives:

- Familiarize students with the bases of social communication as manifested in the press as well as in audio-visual and digital media.
- Provide students with skills to analyse the communication process.
- Help students see the application of the communication process in their future professional development.

These proficiency skills can be further elaborated as follows:

### Course Content Objectives:

- Help students understand the overall communicative process as the bases for human development.
- Knowledge of the basic communication models and theories, and the place of their social and historical context.
- Help students become aware of the effects of communication in today's world.
- Basic understanding of the structure and functions of communication.
- Introduce students to the research process, basic methods and techniques and the place of theory within the process.

### Professional Skills:

- Provide students with social abilities and personal initiative required to establish dynamic and effective relations between the media, the profession and the public.

- Ability to create communication messages consistent with both media and audience interests.
- Help students identify and describe the theoretical underpinnings involved in the communication process.

Across the curriculum skills:

- Foster analytical and critical skills to help students understand and interpret professional requirements and organizational objectives.
- Help students become more systematic, thoughtful, and critical thinkers to better understand communication as the driving force behind personal and social relations.
- Develop effective interpersonal and group skills.
- Understand reality and develop skills to adapt to a constant changing world.

Learning results:

- Understand the importance and the practical value of the subject for professional development.
- Understand the multidisciplinary nature of communication both as a field of study and as an everyday practice.
- Knowledge of the main communication research areas and techniques.
- Awareness of the role of communication in society and the impact and implications of communicative phenomena in a complex and media-saturated milieu.

#### 4. COURSE ACTIVITIES AND METHODOLOGY

Methodology for this course is multidisciplinary. It combines theory and practical cases with students' work, tutoring sessions and continuous evaluation.

Theory: 1,8 ECTS (30%). Basic concepts will be taught through lecturing and class participation. Students will also receive advising and instruction to continue their learning process with the aid of practical classes and extra assignments.

Practice: 0,9 ECTS (15%) Classroom practical activities will basically consist on analysis, discussion, and application of theoretical concepts to practical cases. Practical activities include both individual and group work.

Students' personal work: 2,1 ECTS (35%) It includes all the student's required work outside the classroom that ensures the assimilation of course contents and provides understanding of their practical application. Assignments will include readings and study, the use of primary and secondary sources, internet, preparation of practical exercises, academic research papers or/and informal research on current social realities.

Tutoring Sessions: 0,6 ECTS (10%) Student's work and learning process will be under the continuous instructor's supervision. Tutoring sessions will be held in individual or group bases.



Evaluation: 0,6 ECTS (10%) Continuous evaluation includes homework assignments, papers and exams.

## 5. METHOD OF EVALUATION

### 5.1. Final Evaluation:

Final grades will be calculated as follows:

- Attendance and participation (Class and Tutoring Sessions) 10%
- Mid-term exam 20%
- Portfolio of activities carried out throughout the course 20%
- Final Exam 50%

### 5.2. Resit Evaluation:

- The resit exam will account for 50% of the student's final grade.
- The portfolio will also account for 35% of the student's final grade in the resit evaluation. Students will have to turn in a new portfolio if failed in the first session's final examination period or if they wish to raise their final grade.
- Participation's 15% of the first session final grade will be still valid in the resit evaluation.

### 5.3. Restrictions:

Students will be required to have at least 75% class attendance to receive a grade for this course (including theoretical, practical sessions and tutoring sessions). A minimum score of 5 is needed in order to pass the course.

## 6. BIBLIOGRAPHY

### REQUIRED READINGS: Textbook and articles

ANDERSON, R., & ROSS, V. *Questions of Communication. A practical introduction to theory*. Boston: Bedford, St. Martins, 2002. (Extracts)

BARTHES, R. "The Death of The Author" in LODGE, D. (ed.) *Modern Criticism and Theory*. Essex: Longman, 2000.

KELLNER, D. *Cinema Wars. Hollywood Film and Politics in the Bush-Cheney Era*. New York: Blackwell Publishers, 2010. (Introduction: Film, Politics and Society)

ADORNO, HORKHEIMER. "The Culture Industry: Enlightenment as Mass Deception" in *Dialectic of Enlightenment*. London: Verso, 1979.

**FURTHER READINGS:**

ABRIL, Gonzalo, *Teoría general de la información*. Madrid: Cátedra, 1997.

ARANGUREN, J. L., *La comunicación humana*. Madrid: Tecnos, 1986.

BARTHES, R., *La aventura semiológica*. Barcelona: Paidós, 1990.

BRYANT, J. y ZILMAN, D., *Los efectos de los medios de comunicación. Investigación y Teorías*. Barcelona: Paidós, 1996.

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CAMPBELL, J. *The Hero with a Thousand Faces*. London: Fontana Press, 1993.

CASTELLS, M., *La era de la información*. Madrid: Alianza, 1998.

CHATMAN, S. *Story and Discourse: Narrative Structure in Fiction and Film*. Ithaca: Cornell University Press, 1978.

CURRAN, S. *Documentary Storytelling*. Oxford: Focal Press, 2007.

DeFLEUR, D., *Teorías de la comunicación de masas*. Barcelona: Paidós, 1993.

DENNETT, D. *Consciousness Explained*. London: Penguin, 1993.

EAGLETON, T. *An Introduction to Literary Theory*. Oxford: Blackwell, 1996.

EGRI, L. *The Art of Dramatic Writing*. New York: Touchstone, 2004.

ELLIS, R. Y McCLINTOCK, A., *Teoría y práctica de la comunicación humana*. Barcelona: Paidós, 1993.

ERLICH, V. *El Formalismo Ruso (1955)*. Barcelona: Seix Barral, 1974.

FERNÁNDEZ COLLADO, C. y GALGUERA GARCÍA, L., *La comunicación humana en el mundo contemporáneo*. Madrid: McGraw-Hill, 2008.

FISKE, John. *Introduction to Communication Studies*. London: Routledge, 1982.

FLOCH, J-M., *Semiótica, marketing y comunicación*. Barcelona: Paidós Comunicación, 1993.

FRYE, N. *Anatomy of Criticism*. London: Atheneum, 1967.

HERREROS DE TEJADA, S. *Todos crecen menos Peter. La creación del mito de Peter Pan por parte de J. M. Barrie*. Madrid: Lengua de Trapo, 2009.

HUNTER, L. *Screenwriting*. London: Robert Hale, 1993.

LODGE, D., *The Practice of Writing*. London: Penguin, 1996.  
—(ed.) *Modern Criticism and Theory*. Essex: Longman, 2000.  
—*Consciousness and the Novel*. London: Penguin, 2002.

MARTÍN ALGARRA, M. *Teoría de la comunicación: una propuesta*. Madrid: Tecnos, 2010.

MARTÍN SERRANO, M. *Teoría de la comunicación. La comunicación, la vida y la sociedad*. McGraw Hill, 2010.

MATTELART, A. y M., *Historia de las teorías de la comunicación*. Barcelona: Paidós, 1997.

MCKEE, R. *El Guión*. Madrid: Alba Editorial, 2002.

McLUHAN, M. y POWERS, B. R., *La aldea global*, Gedisa, Buenos Aires, 1996.

McQUAIL, D., *Introducción a la teoría de la comunicación de masas*. Barcelona: Paidós, 1999.

McQUAIL, D., WINDAHL, S., *Modelos para el estudio de la comunicación colectiva*. Pamplona: Eunsa, 1997.

PLATÓN. *Gorgias*. Madrid: Gredos, 2010.

SEMPRINI, A., *El marketing de la marca*.

WATZLAWICK, P. y otros, *Teoría de la comunicación humana*. Barcelona: Herder, 1995.

WEST, R. y TURNER, H., *Teoría de la comunicación: Análisis y aplicaciones*. Madrid: McGraw-Hill, 2005.

WOLF, M., *La investigación de la comunicación de masas. Crítica y perspectivas*. Barcelona: Paidós, 1996.



## 7. PROFESSOR'S BRIEF CURRICULUM VITAE

Silvia Herreros de Tejada has a PhD in Communication, a degree in English Language and Literature and a Masters in Comparative Literature from Edinburgh University. She has studied Creative Writing at the New School (New York) and she graduated in screenwriting at ECAM (Madrid Film School).

At present, she teaches Communication Theory and Literature and Creation at Nebrija University; screenwriting and literature at ECAM. She has been a professor in Centro Universitario Villanueva and CICE. Besides, she has been a speaker at Oxford University, Universidad Rey Juan Carlos and Complutense.

She obtained the 2009 Non-Fiction Caja Madrid Award with the book: *Everyone Grows Up Except Peter. J.M. Barrie's creation of the Peter Pan myth*. She has published literary translations and prologues.

Screenwriter and Director of documentaries in TVE and Canal Plus, she has worked as a dialogist in TV series, and has written several feature films for Kanzaman and La Zona Films. She works as a fiction analyst, of both cinema and literature and she has participated in advertising campaigns for Loewe perfumes.

## 8. PROFESSOR'S OFFICE HOURS

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## 9. DETAILED SEQUENCE OF TOPICS AND ASSIGNMENTS

**DEGREE:** Traduction  
**ASIGNATURA:** Communication Theory  
**CURSO:** 2º TA / Doble  
**SEMESTRE:** 1º  
**CRÉDITOS ECTS:** 6

Week	Session	Sessions of Theory, Practice and continuous evaluation	Student's Homework and Research Assignments	Class Hours	Weekly Study and Homework Hours
1	1	-Presentation of the subject: Objectives, methodology, bibliography and evaluation.  -Revision of basic communication concepts		1hr30	
1	2	<b><u>Unit 1: Introduction to communication theory</u></b>  -Defining the concept of communication.  -The importance of communication theory and its field of study.  -Communication in different contexts.  -Preparation of Activity 1: Why do I want to study Communication Theory?	<b><u>Activity 1: in groups</u></b> -Students work together to apply the possible uses of Communication Theory to their specific degrees.	1hr30	
2	3	-Activity 1 class presentation.  <b><u>Unit 2: The importance of theorizing</u></b>  -Theorizing as an everyday occurrence. What is a theory?  -The attitude of availability  -Communication as a changing science  -Preparation Activity 2	<b><u>Activity 2: Individual</u></b>  -a) Read a newspaper and take notes of all the sentences that mention the concept of theory. -b) Take notes of situations in which you mention the word theory in everyday contexts. -c) Discuss how, and how often, our culture tends to employ the concept of theory.  <b><u>Activity 3: in groups</u></b>	1hr30	
2	4	-How to analyse/judge/ build/ evaluate comment on a theory.  -Research in communication  -The feedback concept	Analyse and discuss a theory according to the established criteria	1hr30	
2	5	Sharing of conclusions from activities 2 and 3		1hr30	
3	6	<b><u>Unit 3: Communicative interaction</u></b>		1hr30	

		<p>-Dialectics of executive and expressive interactions in communicative behaviour.</p> <p>-Verbal and non-verbal communication.</p> <p>-Signified and signifier/ Text and subtext /functions of communication</p> <p>-Preparation Activity 4</p>		
3	7	<p><b><u>Unit 4: Analysis of the communicative task</u></b></p> <p>-Components</p> <p>-Mediations</p>	<p><b><u>Activity 4: Individual</u></b></p> <p>-Apply expressive-executive dialectics and the rest of the new concepts to several key scenes of David Fincher's film "The Social Network"</p>	1hr30
4	8	Class presentation of some of the scenes analysed for activity 4.		1hr30
4	9	<p><b><u>Unit 5: Interpersonal communication</u></b></p> <p>-Characteristics</p> <p>-Some perspectives (American pragmatism CMM Theory, Dialogic Theory and Dramaturgical Theory),</p> <p>-Preparation activity 5. (Introducing scene analysis)</p>	<p><b><u>Activity 5.1: Individual</u></b></p> <p>-Interpersonal Communication: description of a recent communicative situation in the student's life.</p> <p><b><u>(Activity 5.2.: Individual)</u></b></p>	1hr30
4	10	<p>-Role-playing of some of the situations in activity 5</p> <p>-Elements for an effective reception.</p>	<p>-Complete activity 5.1. with the conclusions obtained in the role-playing experience</p>	1hr30
5	11	<p><b><u>Unit 6: Introduction to Mass Communication</u></b></p> <p>-Differences between mass communication and interpersonal communication.</p> <p>-Preparation (class examples) activity 6.</p>	<p><b><u>Activity 6: in groups</u></b></p> <p>-Select two TV ads that are addressed to young people and analyse the persuasive strategies they use</p>	1hr30
5	12	<p><b><u>Unit 7: Persuasive communication</u></b></p> <p>-Persuasive factors</p> <p>-Aristotle and Plato rhetorics.</p> <p>-Cicero's oratory techniques.</p>	<p><b><u>Activity 7: Individual</u></b></p> <p>-Discursive analysis and structure of Steve Jobs' speech at the University of Stanford.</p>	1hr30
6	13	Debate on the different persuasive strategies of activities 6 and 7.	Study of the units taught so far. Preparation for the midterm exam.	1hr30

6	14	Review of concepts and possible doubts.		1hr30
6	15	MIDTERM EXAM		1hr30
7	16	Analysis of the exam's questions and students' self-evaluation.		1hr30
7	17	<p><b><u>Unit 8: The impact of television</u></b></p> <ul style="list-style-type: none"> <li>-Television as a contemporary "bard"</li> <li>-Classical storytelling and structures.</li> <li>-Some TV genres: the theatricalization of the private sphere in the 90s.</li> </ul>	<p><b><u>Activity 8: Individual</u></b></p> <p>Analyse prime time TV series of the principal Spanish channels. Tendencies, values, conclusions.</p>	1hr30
8	18	Debate on Activity 8.		1hr30
8	19	<p><b><u>Unit 9: Transmission Models</u></b></p> <ul style="list-style-type: none"> <li>-Shannon and Weaver.</li> <li>-Media extend and change of our senses</li> <li>-Lasswell and the hypodermic needle approach</li> <li>-Wiener's cybernetics. Feedback and entropy in communication.</li> </ul>	<p><b><u>Activity 9: in groups</u></b></p> <p>-Apply the transmission models to: (professional issues) a speech, a job interview, an exposition, a communication campaign, an advertising campaign etc.... (personal issues) a pop song, a personal photograph, a text message etc....</p>	1hr30
8	20	<p><b><u>Unit 10: The nature of influence</u></b></p> <ul style="list-style-type: none"> <li>-Multistep flow of influence (Lazarsfeld y Katz).</li> <li>-Personal influence and communication.</li> <li>-The concept of opinion leaders.</li> </ul>		1hr30
9	21	<p><b><u>Unit 11: Palo Alto and the systemic models</u></b></p> <ul style="list-style-type: none"> <li>-Paul Watzlawick's five axioms.</li> <li>-Examples of Watzlawick's analysis.</li> <li>-Palo Alto vs. The Theory of Symbolic Interaction</li> </ul>	<p><b><u>Activity 10: Individual</u></b></p> <p>-Write a five-part essay analysing a literary text from the Palo Alto point of view.</p>	1hr30
9	22	<p><b><u>Unit 12: Critical Theory and Cultural Studies</u></b></p> <ul style="list-style-type: none"> <li>-The Frankfurt School and its influence</li> <li>-The Birmingham School</li> <li>-Douglas Kellner and the influence of mass culture in contemporary society</li> </ul>	<p><b><u>Activity 11: in groups</u></b></p> <p>-Prepare a small speech on the pop-culture icons of your generation.</p>	1hr30

		-Symbol, icon and myth		
10	23	-Preparation activity 11 -Debate on activity 11. -Exposition of activity 12.		1hr30
10	24	<b><u>Unit 13: The “agenda setting” concept</u></b> -Mass media and the building of reality. -Fiction/ Non fiction/ objectivity/ subjectivity/ the impossibility of “truth” -The information era.	<b><u>Activity 12: in groups</u></b> -Choose different news articles of several sections (until you reach 10) -Develop a news bulletin according to the theory of Branston and Stafford.	1hr30
10	25	-News: structure, contents, point of view -News analysis -Exposition of the self-observation diary activity	-Conclusions and presentation	1hr30
11	26	<b><u>Unit 14: Uses and gratifications theory and new trends in communication</u></b> -Functions, dysfunctions, uses and gratifications of the different media (radio, TV, press, cinema, Internet...) -New trends	<b><u>Activity 13: Individual</u></b> -A self-observation diary: During one week, each student will register and analyse in detail his/her habits when using media products (Internet, social networks, etc.) -Extract the uses and gratifications -Conclusions	1hr30
11	27	<b><u>Unit 15: New approaches to study communication in the information society</u></b>	<b><u>Activity 14: Individual</u></b> -Take the same theory that they analysed on the first week, and comment it according to the knowledge they have acquired throughout the course.	1hr30
12	28	Debate and conclusions: Are we slaves of communication?	Study time Preparation for the final exam	1hr30
12	29	Final questions and doubts before the final exam		1hr30
13 a 14		<b>Final Exam</b>		3hr
15 a 16		<b>Resit Exam</b>		3hr
1 a 16		<b>Tutoring Sessions</b>		15hr



TOTAL				<b>64hr30 + 85hr30 = 150 hours</b>
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