

BACHELOR 'S PROGRAMME
COMMUNICATION AND PUBLIC RELATIONS
1ST YEAR OF STUDY, 1ST SEMESTER

COURSE TITLE	COMMUNICATION THEORY
COURSE CODE	DF1
COURSE TYPE	tutorial
COURSE LEVEL	1 ST cycle (Bachelor's degree)
YEAR OF STUDY, SEMESTER	1 st year of study, 1 st semester
NUMBER OF ECTS CREDITS	6
NUMBER OF HOURS PER WEEK	4 (2 lecture hours + 2 seminar hours)
NAME OF LECTURE HOLDER	Gheorghe-Ilie FĂRTE
NAME OF SEMINAR HOLDER	Daniel-Rareş OBADĂ
PREREQUISITES	Intermediate level of English
A	GENERAL AND COURSE-SPECIFIC COMPETENCES
	<p>General competences:</p> <ul style="list-style-type: none"> → To know and understand the specialized language of communication sciences → To use the conceptual and methodological apparatus of communication sciences for solving new theoretical and practical communication problems → To understand the communication process from a praxeological perspective, as a basis for developing cognitive skills and increasing communication performance. <p>Course-specific competences:</p> <ul style="list-style-type: none"> → To know the key terms, theories and methods in communication sciences → To use the terminology of communication theory to describe and explain various semiotic situations → To build the ability to speak in a personal, assertive and constructive manner → To develop the ability to elaborate and transmit written messages in accordance with the communication objectives, the receiver's profile and the communication context
B	LEARNING OUTCOMES
	<p>The successful completion of this course indicates that the student has demonstrated the ability to:</p> <ul style="list-style-type: none"> → indicate some important models or theories of communication → recognize all types of signs that constitute a message → present the constitutive factors of communication and their roles in various situations of communication → correlate any message with the predominant functions of language → recognize and describe some important forms of communication → explain both success and failure of various communication acts → to use effectively their communication skills → define and describe the communication process
C	LECTURE CONTENT
	<ul style="list-style-type: none"> → Definitions of communication. Traits of communication. Reasons to communicate: needs and aims → Theoretical models of communication. Objective approach and the interpretative approach to communication → Definitions of the sign. Signs and meanings. Types of signs → The elements of communication process: sender, receiver, message, channel, code, referential context → Pragmatics of communication: the functions of language (Roman Jakobson); locutionary, illocutionary, and perlocutionary acts (John L. Austin; John R. Searle) → Expressive dimension of communication: self-disclosure in social relationships → Phatic dimension of communication: stages of coming together and coming apart

	<ul style="list-style-type: none"> → Phatic dimension of communication: supportive vs. defensive communication climates → The role of feedback in communication → The forms of communication: verbal and nonverbal communication → The forms of communication: formal and informal communication → Small group communication → Public communication. Building speaker's credibility in the public sphere → Mass communication. Communication in the digital era
D	RECOMMENDED READING FOR LECTURES
	<p>[1] Adler, Ronald B. and Rodman, George. 2006. <i>Understanding Human Communication</i>. 9th edition. New York: Oxford University Press</p> <p>[2] Barnlund, Dean C. 1962. "Toward a meaning-centered philosophy of communication." <i>Journal of communication</i> 12 (4): 197-211</p> <p>[3] Dance, Frank E.X. 1970. "The 'Concept' of Communication." <i>Journal of Communication</i> 20 (2): 201-210</p> <p>[4] DeVito, Joseph A. 1986. <i>The Communication Handbook. A Dictionary</i>, New York: Harper & Row,</p> <p>[5] Gibb, Jack. 1961. "Defensive Communication." <i>The Journal of Communication</i> 11 (3): 141-148</p> <p>[6] Goyer, Robert S. 1970. "Communication, Communicative Process, Meaning: Toward A Unified Theory." <i>Journal of Communication</i> 20 (1): 4-16</p> <p>[7] Griffin, Em. et al. 2014. <i>A First Look at Communication Theory</i>, 9th ed., New York: McGraw-Hill Education</p> <p>[8] Hybels, Sandra and Weaver, Richard L. 1986. <i>Communicating Effectively</i>. New York: Random House</p> <p>[9] Knapp, M.L. & Vangelisti, A.L. 1995. "Stages of Coming Together and Coming Apart." In <i>Interpersonal Communication. Readings in Theory and Research</i>, edited by Mark V. Redmond. Orlando: Harcourt Brace College Publishers</p> <p>[10] Littlejohn, Stephen W. and Foss, Karen A. (eds.). 2009. <i>Encyclopedia of Communication Theory</i>. Thousand Oaks (Ca): Sage Publications, Inc.</p> <p>[11] Mehrabian, Albert. 1973. Communication without Words. In <i>Basic Readings in Communication Theory</i>, 91-98, edited by C. David Mortensen. New York: Harper & Row</p>
E	SEMINAR CONTENT
	<ul style="list-style-type: none"> → Indicate three actions that belong to the sphere of communication and three behaviors that lie outside the sphere of communication. Correlate a communication activity with the corresponding needs or aims of the persons involved in it → Analyze a communication situation discriminating between facts that should be approached from an objective perspective and aspects that could be approached from an interpretive perspective → Analyze an audiovisual material identifying all types and subtypes of signs that constitute it → Describe the elements of a concrete communication process (sender, receiver, message, channel, code, referential context) → Correlate a particular message with the predominant functions of language that were fulfilled by its sender → Identify the illocutionary acts and the perlocutionary effects of a public speech → Compare two public messages with regard to their selfdisclosing components → Illustrate by means of appropriate examples the interaction stages presented by M.L. Knapp and A.L. Vangelisti → Compare a supportive communication climate with a defensive one → Analyse the impact of the feedback in a communication situation → Present the verbal and the nonverbal components of an audiovisual message → Present the formal aspects of a department meeting → Identify the roles fulfilled by the members of a team during a registred meeting → Deliver a ten minute speech on an intercultural topic

F	RECOMMENDED READING FOR SEMINARS	
	The books and articles mentioned at D.	
G	EDUCATION STYLE	
LEARNING AND TEACHING METHODS	Exposition, heuristic conversation, debate, and problematization	
ASSESSMENT METHODS	Portfolio of seminar papers 40% Oral presentations 10% Final written exam 50%	
LANGUAGE OF INSTRUCTION	English	