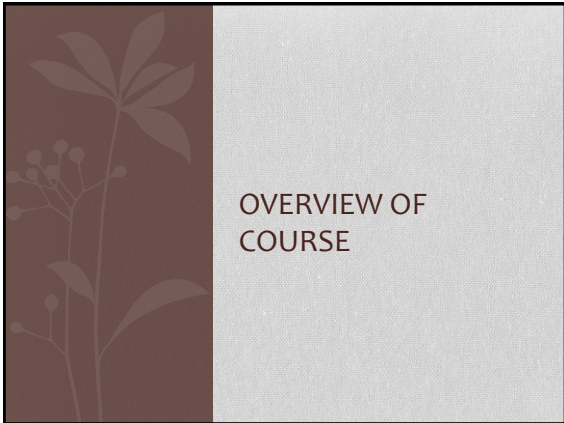


COMM 601-
LIFESPAN
COMMUNICATION
THEORY AND RESEARCH
Fall 2013
Dr. Tom Socha



OVERVIEW OF
COURSE

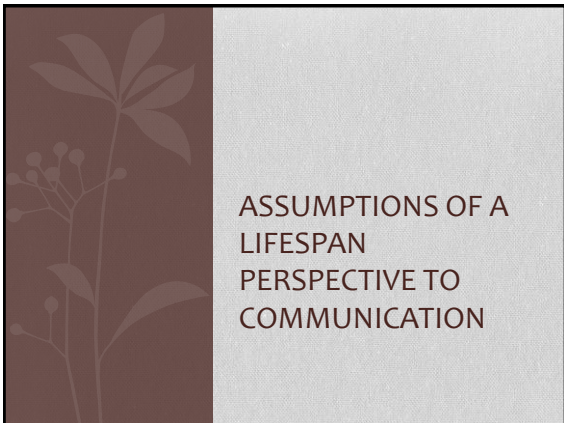


Course Basics

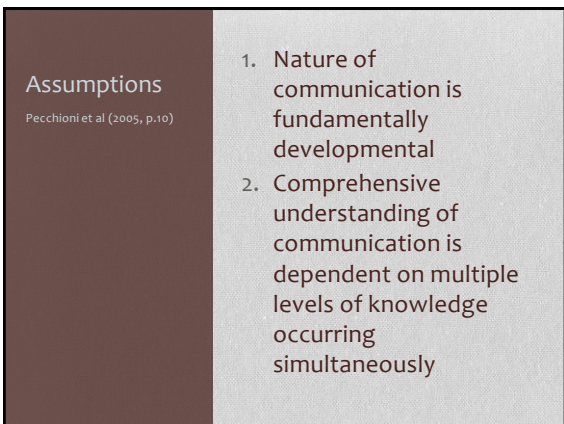
Course URL:
www.odu.edu/~tsocha,
then click on **COMM 601**



GET ACQUAINTED
EXERCISE



ASSUMPTIONS OF A
LIFESPAN
PERSPECTIVE TO
COMMUNICATION



Assumptions
Pecchioni et al (2005, p.10)

1. Nature of communication is fundamentally developmental
2. Comprehensive understanding of communication is dependent on multiple levels of knowledge occurring simultaneously

Assumptions

Pecchioni et al

- 3. Changes in communication can be qualitative and quantitative
- 4. All existing theories can be adapted to a lifespan framework as long as they can be tested
- 5. Unique methods needed to assess communication changes across the lifespan

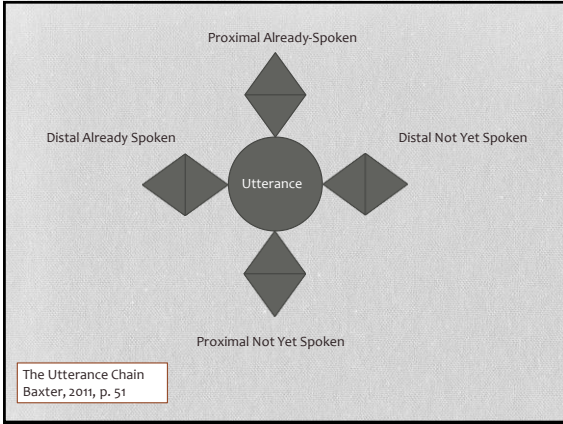
GENERAL
FRAMEWORK FOR
LIFESPAN
COMMUNICATION

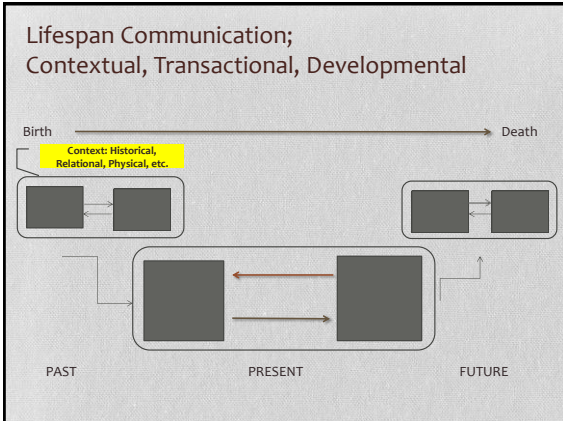
Communication?

The process of managing messages for the purpose of sharing meaning (Frey et al).

Management includes:
message creation,
message production,
message interpretation, and
message effects







- ### Questions/Issues in Communication Development (adapted from Salkind, 2004, p. 29)
1. What are the major forces that influence the course of communication development?
 2. What are the underlying processes that are primarily responsible for changes in communication development (maturation, learning)?
 3. What role does age play as a general marker of changes in communication development?
 4. Are there critical periods during communication development and if so how are they related to rate of change?

Questions/Issues Continued

- 5. Is communication development smooth and continuous or do changes occur in abrupt stages?
- 6. How do theories of communication development explain differences in development between different individuals of the same chronological-age peer-group?
- 7. What methods are used to study communication development?
