

**COMM 601—Lifespan Communication Theory and Research
Fall 2011**

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Final Examination Study Outline

Assigned Textbook Readings:

Salkind: Chapters 1-10
Pecchioni et al: Chapters 1–5; 7–9
Sunwolf: Chapters 1–5
Harwood: Chapters 1–5, 10, 12

Additional Assigned Readings (sent via email) and Class Handouts:

Crocket's RCQ (handout)
Montemayer & Eisen- (identity, 20 statements test-- childhood through adolescence)
Grace & Kramer (20 statements test measure)
Oetzel et al. (facework, conflict, culture)
Mazer & Thompson (social support scale—academic)
Bar et al. (received social support scale—intimate relationships)
Socha (1999)—Family as lifespan group
Teven et al. (Tolerance for disagreement)
Socha & Socha (1994)—children's task group communication—age 5-6
Socha & Diggs (1999)—cross-roads of communication, race, & family
Socha & Beigle (1999)—improving life at the crossroads—cultural knowledge

This outline provides a skeleton of COMM 601 class that should assist as you prepare for the examination. The exam is written (bring notebook paper), in essay format, and you will have 2 hours and 30 minutes to complete it (we will use 30 minutes to hear from the two class groups). Sample questions are provided at the end of the outline.

1. Assumptions of a lifespan approach to communication
 - 1.1. Principles
 - 1.2. Transactional, Developmental, Lifespan Communication Model
 - 1.3. Defining “development”
 - 1.4. Bio-Ecology of Human Development (Bronfenbrenner's model) as a Framework for the Study of Lifespan Communication
 - 1.4.1. Proximal and distal forces
2. Models of Human Development
[Basic Assumptions, Philosophical Rationale, Important Variables, Primary methods, Impact]
 - 2.1. Maturation/Biological
 - 2.2. Psychodynamic
 - 2.3. Behavioral
 - 2.4. Cognitive-Developmental
3. Important Issues in Human Development
 - 3.1. Nature of development
 - 3.2. Process that guides development

- 3.3. Rate of development
- 3.4. Importance of age
- 3.5. Shape of development (continuous/discontinuous)
- 3.6. Individual differences
- 3.7. Methods

Note:

You should be able to relate the various theories of human development to lifespan communication development (as we talked about in class).

- 4. Bronfenbrenner’s ecological model of human development
- 5. Gesell’s Maturation Model
 - 5.1. Five basic principles: (1) developmental direction, (2) reciprocal interviewing, (3) functional asymmetry, (4) individuating maturation, (5) self-regulatory fluctuation
 - 5.2. Application to lifespan communication development
- 6. Ethology & Sociobiology
 - 6.1. Evolution, Natural Selection
 - 6.2. Innate behaviors: reflex, taxis, fixed action pattern
 - 6.3. Signed stimuli, innate releasing mechanism, action-specific energy
 - 6.4. Ethogram
 - 6.5. Ethology and Attachment Theory
 - 6.6. Genetics: First and second level causes of behavior
- 7. Freud’s Psychosexual Theory
 - 7.1. Psychic energy, organ pleasure, unconscious, id/edo/super-ego, defense mechanism
 - 7.2. Psychosexual stage theory: oral, anal, phallic (Oedipus, Electra), Latency
 - 7.3. Instincts and developmental process (cognition)
- 8. Erikson Psychosocial Developmental Theory
 - 8.1. Basic assumptions including epigenesis
 - 8.2. Eight stages (Salkind, p. 143)—Pay special attention to the psycho-social outcomes by age/stage: (1) Trust-mistrust, (2) Autonomy-doubt, (3) Initiative-guilt, (4) Industriousness-inferiority, (5) Identity-role confusion, (6) intimacy-isolation, (7) Generativity-stagnation, and (8) ego integrity-despair
- 9. Behavioral models of development
 - 9.1. Basic assumptions
 - 9.2. Pavlov (Classical conditioning) (Salkind, 166)
 - 9.3. Watson (S-R, law of frequency, law of recency)
 - 9.4. Skinner (Respondent and Operant Learning, reinforcers, reward/punishment, reinforcement schedules, stimulus control, channeling, shaping, generalization, behavior analysis)
- 10. Social Learning Theory
 - 10.1. Sears
 - 10.1.1. Reaction potential (drive, stimulus intensity, incentive motivation, habit strength, inhibitory potential)
 - 10.1.2. Assumptions: (1) Every behavior linked to tension reduction, (2) Behavior is a function of human interaction, (3) Drives present at birth provide foundation for later development, (4) Behavior is both cause and effect of later behavior, (5) Qualities of behavior determined by experience and learning)
 - 10.1.3. Three phase model (Rudimentary, secondary behavioral , secondary motivational)

- 10.2. Bandura
 - 10.2.1. Vicarious learning, Reciprocal determinism, function of imitation (from point of view of social learning theory)
 - 10.2.2. Four operations necessary for social learning (attention, motivation, motor reproduction, motivation)
- 11. Cognitive Developmental Theories
 - 11.1. Piaget
 - 11.1.1. Definition of development and model (Salkind, p. 233)
 - 11.1.2. Schema, organization, adaption, assimilation, accommodation,
 - 11.1.3. Sequential model (Salkind, pp. 230- 241)
 - 11.1.4. Intellectual development Model (Salkind, p. 243)
 - 11.1.5. Developmental course of egocentrism
 - 11.2. Bruner
 - 11.2.1. Enactive, Iconic, symbolic modes of representation
 - 11.2.2. Concept of “readiness”
- 12. Vygotsky
 - 12.1. Four Assumptions
 - 12.2. Zone of Proximal development
 - 12.3. Four stages
 - 12.4. Scaffolding
- 13. Lifespan Communication Perspective
 - 13.1. Baltes’ assumptions (Pecchioni, p. 5)
 - 13.2. Pecchioni’s assumptions (Pecchioni, p. 10)
 - 13.3. Cognition and communication development
 - 13.3.1. Cognitive Complexity and communication development (measurement of)
 - 13.4. Language, Self, Role Development
 - 13.4.1. Key themes (class slides),
 - 13.4.2. Self/Identity—Twenty statements test and coding (Grace & Kramer)
 - 13.4.3. Family as lifespan group (effects on communication development)
 - 13.5. Conflict, Support and Lifespan Communication Development
 - 13.5.1. Definitions of conflict
 - 13.5.2. Approaches to management
 - 13.5.3. Elements of positive conflict development and lifespan communication
 - 13.5.4. Definitions of support
 - 13.5.5. Types of support and communication
- 14. Peer Groups (Sunwolf)
 - 14.1. Definition of peer group
 - 14.2. Seven Group Theories/Perspectives
 - 14.2.1. Bona fide group
 - 14.2.2. Decisional Regret Theory
 - 14.2.3. Group Dialectical Perspective
 - 14.2.4. Social Comparison Theory
 - 14.2.5. Social Identity Theory
 - 14.2.6. Structuration Theory
 - 14.2.7. Symbolic-Interpretive Perspective
 - 14.3. Childhood peer groups
 - 14.3.1. Acceptance/Rejection (Strategies—ignore, disqualify, insult, blame, new rules)

- 14.3.2. Socha & Socha's study 1994
- 14.4. Adolescents
 - 14.4.1. Culture of cruelty
 - 14.4.2. Effects of repeated rejection
 - 14.4.3. Boundary management
 - 14.4.4. Peer group facilitation
- 14.5. Neighborhood groups
 - 14.5.1. Street gangs
 - 14.5.2. Neighborhood street groups
- 14.6. Super-Tasking groups
- 14.7. End of Life Groups (Bonaventure House video)
- 15. Aging (Harwood 1–5; 10, 12)
 - 15.1. Perspectives/Approaches
 - 15.1.1. Bio-Medical, Psychological (Socio-Emotional Selectivity Theory; Continuity Theory) Sociological (Modernization, Social Stratification, Political Economy), Socio-Cultural (Selective Optimization with Compensation Model);
 - 15.1.2. Communication
 - 15.1.2.1. Myths of aging
 - 15.1.2.2. Stereotyping
 - 15.1.2.3. IC- Schema
 - 15.1.2.4. Communication Accommodation Theory
 - 15.1.2.5. Communication Predicament of Aging Model
 - 15.1.2.6. Activation of Stereotypes in Aging Model
 - 15.1.2.7. Intergenerational relationships
 - 15.1.2.8. Cultural Variations

Sample Questions

1. Summarize the “lifespan perspective” applied to communication (Pecchioni et al. ch1). Be sure to include Baltes’ five assertions, and Pecchioni et al.’s five assertions in your summary.
2. Summarize Bronfenbrenner’s ecology of human development model (Salkind, 35-38; slides) and then use Bronfenbrenner’s model to explain a communication process of your choosing as it develops across at least two different lifespan age stages.
3. Summarize Erikson’s stages of psychosocial development (Salkind, ch6) and explain how Erikson’s theory can be used to understand communication in peer group communication (Sunwolf) during early childhood and adolescence (Sunwolf)
4. How would socio-biologists (Salkind, p. 94-104) explain the tendency to modify communication when speaking to older adults (Harwood, 76-90)?
5. Use the variable of cognitive complexity (additional readings) and select one of the seven theories used to understand peer group communication (Sunwolf) to explain the communication used in peer-group rejection.
6. Use (1) Socha’s (1999) chapter on communication in families as lifespan groups (additional readings), (2) Pecchioni et als’ chapter on social support across the lifespan (Pecchioni et al. ch9), (3) Vygotsky’s socio-cultural theory (Salkind, ch10) and (4) Selective Optimization with Compensation Theory (Harwood, 16-19) to develop a lecture to teach newlyweds about how to use communication to create a foundation of a “culture of caring” that will support them across their future lifespan stages through later adulthood.