COMM 601 – LIFESPAN COMMUNICATION THEORY AND RESEARCH
Fall 2013
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OVERVIEW OF COURSE

Course Basics

Course URL: www.sdu.edu/~tsocha, then click on COMM 601
GET ACQUAINTED
EXERCISE

ASSUMPTIONS OF A
LIFESPAN
PERSPECTIVE TO
COMMUNICATION

Assumptions
Pezzioni 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

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?