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This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with the following topics: (1) the rhetorical theory and practice of Walter Lippmann; (2) communication, "root-metaphor" orientation, and decision making; (3) teaching as rhetoric; (4) the conditions and elements of the rhetoric of C. S. Lewis; (5) a technical communication procedure to produce attitude change through the use of scientifically designed messages; (6) situations and speech acts; (7) a conceptual theory and application of a Gricean heuristic for rhetoric; (8) reader response criticism and the rhetorical tradition; (9) the Platonic tradition and the theory of rhetoric; (10) logical force and temporal perspective in systems of human communication; (11) the problem of African-American voice; (12) Jean Gebser and the expressive dimensions of consciousness; (13) the nature and origin of the dramatic spectator's knowledge; (14) a comparison of three communication modes in relation to the attainment of objectives in the cognitive, affective, and psychomotor domains; (15) the existential critique of mass communication; (16) a reformed theological ethics of speech communication; (17) role images in the Senate Judiciary Committee hearings on judges Haynesworth, Carswell, and Blackmun; and (18) values and modes of signification.
Rhetorical and Communication Theory:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January-through-June 1982 (Vol. 42 Nos. 7 through 12)

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AN EXISTENTIAL CRITIQUE OF MASS COMMUNICATION

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Vibbert, Steven L.
ROLE IMAGES IN COMMITTEE: THE SENATE JUDICIARY COMMITTEE HEARINGS ON HAYNESWORTH, CARSWELL, AND BLACKMUN
This study (a) explicates Walter Lippmann's theory of public persuasion as exemplified in his newspaper columns and books; (b) evaluates his rhetorical techniques and his intellectual style; and (c) examines the form, structure, and characteristics of advocacy journalism as a genre of rhetorical discourse. The study also evaluates Lippmann as a practitioner of the art of rhetorical communication.

COMMUNICATION, "ROOT-METAPHOR", ORIENTATION, AND DECISION-MAKING: A LABORATORY STUDY

Order No. DA8210151

Axtler, Stephen R., Ph.D., Purdue University, 1981. 238 pp. Major Professor: W. Charles Redding

Philosopher Stephen Pepper (1942) argues that human perceptual differences can be usefully conceptualized in terms of four distinct and global "world hypotheses" or root metaphorical orientations: formalism, mechanism, contextualism, and organicism. Previous research (Bethel, 1974; Harris et al., 1977) has suggested that these four orientations may relate differentially to interpersonal perceptions and to communication, although heretofore only perceptual data have been directly examined. The present study represents a descriptive and exploratory extension of earlier research. In the present laboratory study, eighty individuals preferring one of the four orientations participated in decision-making dyads in which the interactants were either metaphorically homophilous (similar) or heterophilous (different). Three dependent variables were examined: (1) decision-making communication, (2) perceptions of interaction and of one's decision partner; and (3) decision performance.

Two metaphorical orientations emerged as most distinct in terms of communication and perceptions: contextualism and organicism. The contextualistic individuals studied here demonstrated communicative and perceptual supportiveness and accommodation which consistently surpassed that of other individuals, and which were operationally congruent with Pepper's definitions of contextualism. The organicistic participants demonstrated communication and certain interpersonal evaluations which were generally somewhat less supportive and accommodating than those of individuals preferring other metaphorical orientations. The latter results are interpreted in terms of the conceptual kinship between organicistic thinking and dialethical modes of inquiry.

In contrast to previous research (Bethel, 1974; Harris et al., 1977), it was not found that metaphorical homophily generally promotes more favorable interpersonal perceptions than does heterophily. In the present study, homophilous contextualistic decision partners reported the most favorable perceptions of interaction and, of each other, whereas homophilous formalistic interactants reported the least favorable perceptions of interaction and homophilous organicistic interactants reported the least favorable perceptions of each other.

In terms of decision quality, no significant differences were found between metaphorically-heterophilous and homophilous dyads, although the former took significantly longer to reach decision consensus than did homophilous dyads.

The results are discussed in terms of their implications for organizational communication, decision-making, and interpersonal behavior.

THE MILITANT INTELLECT: THE CONDITIONS AND ELEMENTS OF THE RHETORIC OF C. S. LEWIS

Order No. DA8125265

Como, James Timothy, Ph.D., Columbia University, 1979. 155 pp.

An inquiry into Lewis's life reveals a relentless struggle to derive meaning from experience; that is, from life, literature, and thought. This profoundly hermeneutic effort would lead to a rhetoric which, surprisingly, does not so much attempt to prove the tenets of Christianity as to establish its coherence. Classical/rhetorical theory, though useful in accounting for the impact of particular works, is unsuited to the macrocosmic task of apprehending the lineaments of a world of discourse. A new rhetorical analysis—or a grammar of Lewis's world—is required.

The analysis reveals that the world is variegated, yet organic and whole. Starting from ordinary experience and addressing ordinary people, Lewis uses the lessons he learned experiential, epistemological, and literary—to equip his readers with his own hermeneutic armaments. Thus, when Lewis establishes a world that is qualitatively different from that ordinarily occupied by the reader—an objective Other world with a quiddity all its own—the reader is able to discern its meaning and to recognize it as somehow familiar: as a world to which Lewis would have him regress, as though to a place of origin for which he has always longed.

Basic to this enterprise is the belief that each of us must "take the road right out of the self" if we are to be as much of a self as God intends: to become, in fact, not "creatures of God but song of God." A study of his life suggests that Lewis accomplished this feat, and so he
A TECHNICAL COMMUNICATION PROCEDURE TO PRODUCE ATTITUDE CHANGE THROUGH THE USE OF SCIENTIFICALLY DESIGNED MESSAGES
Glick, Randall Carter, Ph.D. Rensselaer Polytechnic Institute, 1981. 215pp. Adviser: George A. Barnett

Order No. DA8210651

The results showed no improvement in student attitudes toward the targeted beer between the first measurement of the sample population and the measurements which followed the messages. The most likely explanation for the failure of the research hypotheses was a new advertising campaign by one of the beers in the study. This campaign, which appeared after the pretest measurement of attitudes and before the experiment, relied heavily on one of the concepts also contained in the pretest measurement of attitudes toward one of the beers. Four of these messages were administered to different groups in an experiment to determine whether scientifically designed messages based on ratio-scaled measurements of an audience's perceptions can help explain, predict, and control changes in that audience's attitude toward a particular object, idea, or practice.

Such a technical communication procedure would be especially valuable to the fields of rhetoric, the diffusion of innovations, and market research, since each includes researchers who study how advertising affects a group's behavior by influencing the attitudes of its members. Using the metric multidimensional scaling program and related procedures known as the Galileo system, the author measured the attitudes and beliefs of a sample of a student population toward the beer and their attributes. Based on this measurement, the automatic message generator (AMG) within the Galileo system suggested theoretically effective messages that should have improved student attitudes toward one of the beers. Four of these messages were administered to different groups in an experiment that used a post-test only design.

SITUATIONS AND SPEECH ACTS: TOWARD A FORMAL SEMANTICS OF DISCOURSE
Evans, David Andreoff, Ph.D. Stanford University, 1982. 275pp.

This dissertation represents a first attempt at providing a formal semantic framework for the analysis of speech act phenomena of natural language discourse. The approach taken utilizes a situation semantics, where discourse situations are given a distinguished status. Speech acts are regarded as partial functions that map discourse situations into discourse situations, thus the problem that forms the design of the thesis focuses on the conditions that govern the application of such functions.

It is assumed that speech acts can be generated by substantive as well as suprareferential stretches of discourse, so to accommodate these various different types of effects, a distinction is made between issuing a meaningful utterance as constituent in an illocutionary mode and achieving a state in the discourse situation which corresponds to the effect of a speech act. In particular, illocutionary mode functions produce candidate propositions which relate the speaker and addressee to information contained in the utterance constituent, which then may be changed by or combined with propositions that already constrain the discourse situation, to match one or more speech act types. The speech act types are composed of conditions on context, sets, and propositions that are added to or removed from the discourse situation by the effect of the corresponding speech act. The decision to regard an utterance constituent as performing one or more speech acts is a decision to interpret the constituent as giving rise to discourse-level propositions that satisfy the description in corresponding speech act types.

A CONCEPTUAL THEORY AND APPLICATION OF A GRICEAN HEURISTIC FOR RHETORIC
Gong, Gwendolyn, Ph.D. Purdue University, 1981. 173pp. Major Professor Thomas E. Gaston

We live in a new and different rhetorical age in which to deal effectively with this new age, discoursers need rhetorical theory which can respond to the manifold of rhetorical situations and extralinguistic factors involved. To be sure, there exist some techniques of invention which are available to discoursers, e.g., the classical invention, the dramatistic pentad, pre-writing, and tagnic invention. These systems for invention, however, fail short of addressing the rhetorical needs of the new rhetorical age. And because of their inadequacies, a Gricean heuristic, based on communication-based semantics and rhetorical theory, is needed.

Grice, a philosopher of language, asserts that an act of communication, hinges on cooperative efforts on the part of discoursers and their audiences. Further, Grice contends, that each participant in a communication act abides by the Cooperative Principle to facilitate meaning and intention. The four supermaxims of the Cooperative Principle are quantity, quality, relation, and manner. According to Grice, a violation of one or more of these supermaxims can give rise to an implicature, an inference by audiences about the discoursers' beliefs or intentions. It is here that communication can either fail or succeed, given the presuppositions, intentions, and cooperative efforts of the participants.

The notion of cooperation, similar to Burke's notion of identification, operates in texts at the utterance and extended discourse level. As such, Grice's theories about meaning and communication can be combined with rhetorical theory so that a Gricean heuristic can be conceptualized. To achieve this end, Grice's notions of cooperation, mutual effort, and understanding can be considered in terms of the utterance and extended discourse, and referential discourse. For the purpose of this dissertation, the Gricean heuristic can be used as a protocol. It is important that the order in which the protocol is implemented, however, not be interpreted as being algorithmic in nature. The Gricean heuristic is a flexible and generative problem-solving vehicle for the development of a new rhetorical theory.
READER-RESPONSE CRITICISM AND THE RHETORICAL TRADITION

Johnson, Nancy Jean, Ph.D., University of Southern California, 1981.

Chairman: Professor Marjorie Perloff

The movement toward pluralist positions among literary theorists in recent decades has given rise to theories of interpretation that present themselves as corrective measures to the limitations of the New Criticism. Such theorists as Wolfgang Iser, David Bleich, Norman Holland, and Stanley Fish insist that meaning is not in the text but in the reader; specifically, in the relationship between the text and the reader's response. These reader-response critics have been generally credited by allies and critics alike as having established new directions for literary criticism. This study argues that, in fact, reader response criticism is not a new critical approach but is, instead, a contemporary variant of pragmatic poetics that relies on rhetorical principles to explain how readers process literary texts.

Initially, I propose that reader response definitions of the reading, process reiterate traditional rhetorical treatments of audience. Reader response critics argue that the comprehension of texts is influenced by nature and predisposition of the reader who characteristically conflates what is meant with an estimation of who says it. This view of the reader's response replicates the traditional rhetorical theory that comprehension of language is constrained by three factors: ethos, the character projected by the speaker; pathos, the frame of mind of the audience, and logos, the persuasive qualities of language forms and arrangements. This study will show that central components of the rhetorical paradigm account for the issue basic to any critical discussion of how texts are constituted and how we get meaning from them.

By arguing that audience response is a central-critical issue, reader response critics like Stanley Fish have defined the pathetic component of the rhetorical paradigm as a primary hermeneutic principle. The central aim of this study is to place the work of critics like Fish in a more accurate perspective by illustrating that reader response criticism is but one variant of a contemporary rhetorical approach to discourse that focuses on the same central questions about the composition, reception, and structure of texts.

THE PLATONIC TRADITION AND THE THEORY OF RHETORIC

Kaufman, Charles Michael, Ph.D., University of Kansas, 1981.

239pp.

In spite of the texts of Plato's dialogues and the testimony of ancient and modern scholars, Plato has received relatively little attention as a serious rhetorical theorist. Therefore, this study had three goals: to determine if Plato developed a theory of rhetoric distinct from other classical theories; to describe the elements of Plato's theory; and, to trace the influence of Platonic rhetorical theory on subsequent rhetorical theorists.

Plato's dialogues were examined in order to ascertain if Plato developed a theory of rhetoric. While all of the dialogues were consulted, the most important, for the purposes of this study, were the Gorgias, the Phaedrus, the Republic, the Laws, the Statesman, the Meno, the Theaetetus, the Sophist, the Cratylus, and the The theory which emerged from this investigation would reflect Aristotle's theory of rhetoric as developed in the Rhetoric, the Posterior Analytics, the Nicomachean Ethics, the Politics, the Poetics, and the Topics. to determine if Platonic theory was distinct from Aristotelian rhetorical theory. Subsequently, the rhetorical works of Cicero, Augustine, Fenelon, and Richard Weaver were consulted for evidence of Plato's influence on the development of rhetorical theory.

Chapters I-VII consider Plato's influence on subsequent rhetorical theorists in an effort to show that Plato influenced the development of rhetorical theory. It was found that while Cicero shared some ideas in common with Plato, he did not adopt a Platonic theory of rhetoric. Augustine, Fenelon, and Richards' theories, however, tend to depend more heavily on Plato raising the possibility that there exists an ongoing Platonic tradition in rhetorical theory.

LOGICAL FORCES AND TEMPORAL PERSPECTIVE IN SYSTEMS OF HUMAN COMMUNICATION

LaFleur, Gary Bernard, Ph.D., University of Massachusetts, 1982.

279pp. Director: Vernon E. Cronen

The major purpose of this work is to extend a general theory of interpersonal communication recently articulated by Vernon Cronen and WA Barnett Pearce, known as "The Coordinated Management of Meaning." The nature of this extension is to revise the models of that theory so that it might better represent and explain the generation of interpersonal logics of action. Toward this end, the present paper offers a revised measurement model for the determination of interpersonal logics, articulates a more complex view of the dimensions of temporal perspectives than has been previously described, and suggests alternative explanations for the interpersonal generation of unwanted but repetitive dyadic conversations.

To explore these several theoretical revisions this paper also reports on case studies of five dyads who reported having experienced such unwanted and repetitive patterns. The findings of this exploratory study generally support each of the heuristic theoretical extensions developed in this paper.
THE PROBLEM OF AFRAMERICAN VOICE


Chapter One introduces the problem of Aframerican voice as an essential part of a more general problem of American voice. The white American, except for pockets of Punjans and upper-class types in the South, tended to be declassified, he left his status in the Old Country. One result of his new experience was a characteristic sense of tone of independence and self-sufficiency.

But there was a lot of insecurity. Americans were loud and inclined towards hyperboles and masks of identity. Early Americans tended to be moralistic. In contrast with the French Revolution, the American Revolution was defended in highly moral rhetoric.

American slavery was a peculiarly moral problem. Americans had to find a comfortable, moral stance that resolved their problem of moral contradiction. For slaves had languages, hence, souls as men.

Also, the slave had to find a comfortable position in his new, American environment. The response of the slave community was a distribution of slaves into either house or field types. From his point of view, the field type was able to sustain the dominant tone of his African heritage. While the house type had to resort to "Uncle Tomisms," to mask identity with Old Testament heroes and current, early American fashions.

Chapter Two shows further the moral contradictions of American slavery. Not only was labor required of slaves, but also slaves had to try to minimize their bad conscience of the master. However, this burden was not equally distributed among the slave community. The added burden of alleviating the master's consciousness fell on the house type.

As a rule of thumb, an idea of the distribution of the slave community serves well, when one analyzes American slave literature. Although house types reported that they worked in the fields when needed, and on the smaller plantations the distinction was reported to have been even more blurred.

Slave literature was oral language, in the main. It was lyric song which ran a gamut of tones from the seemingly purely spiritual to the obviously mundane. Masters, who rarely permitted any kind of public slave expression, tolerated such songs. And the eventual Christian conversion of many slaves represented a compromise the master made with his bad conscience.

But the conversion was forthright, on the part of the slaves. Christianity supported them, as they adapted it to their own purpose of maintaining a meaningful sense of identity and consciousness. Song was one of the integral tones of their African heritage, for such musical patterns afforded them a semblance of continuity.

Chapter Three reveals the emergence of an all-black audience for a black nationalist rhetoric. Around the turn of the twentieth century, Booker T Washington and W. E. B. Du Bois delineated the modern range of possibilities, as regards the persuasive tones of Aframerican voice. The texture of our experience may be perceptible one through the other. The human being is participant in the experience of communication as an integrative process.

The PROBLEM OF AFRAMERICAN VOICE

THE EXPERIENCE OF COMMUNICATION: JEAN GEBSER

McCoy, Claire Elaine, Ph.D. Ohio University, 1981. 219 pp. Direct of Dissertation: Ray E. Wagner

Purpose: The purpose of the investigation is to explore the possibility of studying communication as a multidimensional phenomenon. By considering communication as an integrative process in which currently appearing in theory that lead toward reductionistic fragmentation and relativistic pluralism might be recognized as elements of a more holistic understanding. More specifically, the aim of this work is to introduce Jean Gebser's integrative principles to the field of communication studies. Gebserian thinking is placed within the context of communication research and is correlated to the study of the experience of awareness as it appears through various expressive modalities.

Procedures: Methods included hermeneutics, phenomenology, and Gebserian etiology. A descriptive survey hermeneutically derived provided a review and critique of many traditional British-American communication theories including mechanistic, mathematical, systems, psychological, interaction, transactional, and helical models. A more comprehensive presentation of fundamental trends in phenomenology and Gadarcean hermeneutics were included since these approaches establish communication as a multilayered phenomenon. Husserl, Heidegger, Merleau-Ponty, Gadamer, Agel, and Heintel are reviewed in this section for their contributions to the study of communication and language.

The terms, usage, and word fields of theory and theory were examined and the meaning implications traced to determine distinctions. These terms were explicated in that they indicate a mental and technological consciousness, and theory indicates an active world context.

Jean Gebser's dimensions of consciousness were delineated with regard to communication as a phenomenon. This section developed the vital-magical, mythical, mental-rational, and integral dimensions of consciousness with their contributions to the study of communication. While there was a lot of insecurity, the human experience is no longer anthropocentric with the restoration, relativistic pluralism might be recognized as elements of a more holistic understanding. The human experience is no longer anthropocentric with the restoration of an active world context. This restoration of context and human as mutually implicative is not to be considered as a regression to any earlier previous state of consciousness, such as mythical polarity and imagery or vital magical apotropaic, but in fact requires that all possible dimensions be recognized as present and visible or perceivable one through the other. The human being is participant in the constitution of the integrative world of experience through communication.

Communication is centrally involved in human wishes, dreams, thoughts, and integrative perception. Communication remains a transpersonal world which the informed and aware scholar may travel experientially dimensionally and be freed from the limits of any single manner of experiencing the world in its very space-time movement configurations. In communication the concrete presence of the wholing process may be perceived. Our communication is the texture of our experience.
The nature and origin of the dramatic spectator's knowledge

Order No DA8212590

Melland, David Eugene, Ph.D., University of Washington, 1982.

Even on casual inspection, the knowledge displayed by dramatic spectators is formidable and interesting. Roughly put, a mixed lot of people join together for some two or three hours, observe probably unfamiliar characters, working out a fictional set of events, and arrive at surprisingly common understandings of the staged proceedings. Over five chapters, I consider the nature and origin of the remarkable knowledge exhibited by dramatic spectators.

An insightful and useful treatment of spectator knowledge is provided by Constantin Stanislavsky. I adopt his views that a salient aspect of spectator knowledge involves recognizing what is going on in a character's mind and that such knowledge is continuous with everyday knowledge deployed to recognize another's mental states. I develop Stanislavsky's views and the accompanying epistemological issues in the first three chapters.

In Chapters Four and Five, I refine and elaborate the epistemological issues which emerge from Stanislavsky's account of the dramatic spectator using arguments raised in the contemporary controversy between empiricists and rationalists. In the debates between empiricists and rationalists, a mind is conceived as an acquisition device (AD) which, given a certain input, produces as an output a certain knowledge. Empiricists hold that the structure of the AD, the principles and strategies the AD applies to input, is general across cognitive achievements. Rationalists claim that for some cognitive achievements, the principles and strategies applied by the AD are special purpose, appropriate to processing just certain input data.

I develop the view that the spectator's knowledge is a candidate for either the empiricist or rationalist form of explanation. For knowledge of other minds, I take the relevant input to be exposure to other persons' behaviors, the acquisition device to be a behavior and mental state relationship AD, and the knowledge output as enabling the recognition of another's mental states. A review of the rival forms of explanation seems to show that several features of spectator knowledge are incompatible with the empiricist form of explanation. Given this, I propose a speculative argument for adopting a rationalist account of spectator knowledge.

A comparison of three communication modes in relation to the attainment of objectives in the cognitive, affective, and psychomotor domains

Quander, Linda Darice, Ph.D., Howard University, 1981.

With the advent of mass communication, the importance of the medium is analyzed in light of Marshall McLuhan's Medium. McLuhan suggests that the medium which transmits the message is more influential on the receiver than is the actual content of the message. An investigation of the role the medium plays in education is an area which needs further exploration because the medium affects educational content and the student's attainment of educational objectives. This dissertation examines which medium of instruction—television instruction, programmed instruction, or traditional instruction—is suited for certain content areas with cognitive, affective, or psychomotor objectives. This dissertation also proposed the utilization of programmed instruction and television instruction as not merely the presenters of basic data but as instruments which can illustrate the complexities of knowledge, deal with emotional, value-laden issues, motivate, stimulate, and force questioning.

The four research hypotheses that are statistically tested are:

1. There will be significant differences in the processing of content in the cognitive domain attributable to differences in mode of delivery between the treatment groups (traditional instruction, programmed instruction, and televised instruction).
2. There will be significant differences in affective or changing attitude in the affective domain attributable to differences in mode of delivery between the treatment groups (traditional instruction, programmed instruction, and televised instruction).
3. There will be significant differences in developing coordination of verbal and non-verbal skill in the psychomotor domain attributable to differences in mode of delivery between the treatment groups (traditional instruction, programmed instruction, and televised instruction).
4. There will be significant differences in stimulating skill development (which encompasses the cognitive, affective, and psychomotor domains) attributable to differences in mode of delivery between the treatment groups (traditional instruction, programmed instruction, and televised instruction).

Three research hypotheses are accepted (H1, H2, and H3). One research hypothesis is rejected (H4).

This study has several advantages particularly in the methodological and conceptual framework areas: (1) It investigates subject and population variables. These variables are important in studies of this nature because they can influence the learning process. For example, take the interaction between treatment groups and male and female students. (2) It measures specific types of objectives and not just overall learning. This is important for curriculum and research development in the affective and psychomotor domains. It is also important to put behaviors in distinct domains for the accurate assessment of all types of skills. (3) An appropriate conceptual and theoretical framework is essential in any research, especially in a study that examines pedagogical strategies in speech curriculum. In the conceptual area (1) it delineates and draws from information theory, a systematic approach to instruction, and learning/instructional theories in order to evoke effectiveness and efficiency in classroom communication. (2) It demands that efforts to facilitate the development of communication skills be integrated with identifying the relevance of human communication to models of instruction and design, and with specifying the impact of instructional communication on cognitive, affective, and psychomotor growth. This is important in order to analyze the interdependencies between learning, communication, and the science of teaching. Therefore, this also increases effectiveness and efficiency in the speech communication classroom.

In conclusion, the role of McLuhan: The Medium is the Message (message) is not quite accurate. This investigation concludes with a revised statement of the medium: The medium is the message (message), when how the medium is used for whom the medium is used is considered.

An existential critique of mass communication


Communication theory has for a long time been the victim of scientism, in concentrating on sophisticated techniques borrowed from related disciplines as well as from the natural sciences. Scientists have reduced communication to easy formulae, mechanical models and cybernetic techniques. Human communication theory has become the manifestation of intellectual hibernation.

In order to overcome the various problems which this has led one to re-examine the assumptions and values underlying the study of communication. To provide communication theory with some intellectual and conceptual depth, it is argued that the philosophical and historical foundations of communication be re-appraised. This leads to the simple but crucial insight that communication cannot be studied adequately if proper account is not taken of the human being, his desires, aspirations, unpredictability and values.

The study of mass communication brings in the concept of the introduction of the human being into communication theory. The historical theme points out man's values and their manifestations, which are seen as human expressions related to those values; the scientific theme which provides for man's capaciousness and which rejects hyper-scientism.

The existential theme, which relates communication to man's very existence and freedom.
ROLE IMAGES IN COMMITTEE: THE SENATE JUDICIARY COMMITTEE HEARINGS ON HAYNESWORTH, CARSWELL, AND BLACKMUN

Order No. DA8210059

Viebert, Steven L., Ph.D., The University of Iowa, 1981. 197 pp.
Supervisor: Professor Bruce E. Gronbeck

This dissertation investigated images of role in the congressional committee from a dramatic perspective. Senate Judiciary Committee hearings on the Supreme Court nominations of Clement Haynesworth, G. Harrold Carswell, and Harry Blackmun were scrutinized with the aid of Kenneth Burke's scheme for motive analysis (i.e., the "pentad" and "rabos" among elements of the pentad). Specifically, member images of four roles were investigated. Committee members' images of their role as governmental agents were termed socio-political images, member images of their role as senators were termed institutional images, member images of their role as committee members were termed organizational images; and member images of their personal role within these three contexts were termed personal images.

Member images of their socio-political role were characterized by the scene-agent ratio of motives, and stressed the committee's ability to initiate others into the socio-political order. Images of the institutional role were typified by the act-scene ratio of motives, and were instructions on the importance of interdependence among governmental branches. These images stressed the importance of "balance of power," and Constitutional directive. Images of the organizational role were dominant, were characterized by the scene-act ratio, and were interpretations of committee investigative scope. Personal images were explained by the act-scene ratio of motives, and were typified as identifications between members and witnesses before the committee.

The study then posits an image-building function of committee discourse in the Senate Judiciary Committee, images of role functioning as definitions, justifications, and insinuates. Images of role are strategically defined in ways that justify committee action and instigate committee jurisdiction.

As a political institution, the committee institutes the public by invoking shared symbols and enacting community presentations which maintain and sustain the American political social order. Committee images of role, thus, are instruments of social control.

VALUES AND MODES OF SIGNIFICATION

Order No. DA8209950


Charles Morris has offered a theory which relates value orientations to an operation which may be viewed as essentially intrapersonal-the assignment of meaning. He theorized that there are three ways in which a sign can function for interpretation which he called modes of signification. Simply stated, in the designative mode, the sign tells the interpreter what is; in the appraisive mode it tells him how to feel about it; and in the prescriptive mode it tells him what to do about it. Morris postulated that individuals who had a preference for a generic mode would also hold specific value orientations.

The purpose of this study was to empirically assess the relationship between value orientations and modes of signification. Two types of data were collected from 108 subjects: (1) data concerning their relative preference for certain values as indicated by their value instruments, and (2) data concerning their relative use of the modes of signification.

These data were analyzed to address the following research questions: (1) Do individuals with similar value orientations have similar predominant modes of signification? (2) What values are associated with each mode of signification designated as descriptive, and prescriptive? (3) Are the three primary value dimensions associated with the three dimensions of signification as Morris has predicted-detachment with designative, dependence with appraisive, and dominance with prescriptive? - Failure of cluster analysis to produce subgroups of subjects with similar value orientations resulted in the first research question being abandoned. A correlational analysis between each value and each mode of signification indicated weak relationships only. 28 correlations of values and modes (out of the 147 tested) were statistically significant, and none demonstrated even ten percent common variation.
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