

Communication in Society (COMM 1100; #13897)

Fall 2016

WF 12:40PM – 1:35PM

131 Hitchcock Hall

Instructor

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Teaching Assistants

Your last name begins with ⇒	A thru K	L thru Z
TA name:	Courtney Anderegg	Michael Gilbert
Office:	3055 Derby Hall	3075 Derby Hall
E-mail:	anderegg.4@osu.edu	gilbert.611@osu.edu
Office hours (and by appointment):	Wednesday & Friday 10:30 AM-12:00 PM	Tuesday & Thursday 11:00 AM-12:30 PM

Each student is assigned a primary teaching assistant (TA) according to the first letter of your last name (see table above). Please send your TA any questions or concerns about the class, including grades. Please allow 24 hours for a response. After taking an exam, you can (and should) go over answers with your TA to learn from your mistakes. You are also free to see any of the TAs (or me) during office hours if you have a conflict with your primary TA's office hours.

Description: This course will discuss the nature of scientific theory in general and communication theory in particular. It provides an overview of some of the major theories guiding our understanding of communication in various contexts (e.g., interpersonal, small group, political, organizational, intercultural, mass mediated). The course will focus only on theories that can be tested using the scientific method. All theories will be critiqued using specific criteria and standards. When possible, theories will be applied to real-world communication problems.

Because this course satisfies the General Education Curriculum requirement "Social Science: Individuals and Groups," at the conclusion of this course students should be able to: (a) understand the application of social science theories to the study of individuals and groups; (b) understand the behavior of individuals, differences and similarities between individuals, and the processes by which groups function; and (c) comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Course format: This is a hybrid course. We meet in class on Wednesdays and Fridays, and you do an online assignment each Monday. You are expected to master the basic material covered in the textbook, readings, online assignments, lectures, and to participate actively in class and online. The lectures in this course are designed to supplement the textbook and readings. As such, you can expect lectures to present ideas that are not necessarily covered in the textbook or readings.

Lecture slides will be available on the [Carmen webpage](#) at least 24 hours before each lecture. However, not all of the slides shown in lecture will be on Carmen—so come to class. If you miss a class, get notes from a fellow student. Please don't ask me (or your TA) for class notes.

Course webpage: The course web page is on Carmen: <https://carmen.osu.edu/> It contains the calendar, syllabus, announcements, readings, PowerPoint slides, online assignments, quizzes, grades, and other important documents.

Required textbook: Griffin, E. (2015). *A first look at communication theory* (9th ed.). Boston: McGraw-Hill.

The textbook is available in several formats, each with a different ISBN.

ISBN 1308859899 / 9781308859897 Custom print book that contains only those chapters we cover, but cannot be sold back (\$49.97 net)

ISBN 1259301044 / 9781259301049 CONNECT Standalone Access Card (\$85.00 net) Contains ebook/smartbook and an option to purchase a print book for \$25.00.

ISBN 1259350185 / 9781259350184 Loose leaf book only (\$112.50 net)

ISBN 1259625966 / 9781259625961 Loose leaf book and CONNECT access card (\$144.00 net)

I will also put a few copies of the textbook on reserve at the library.

Readings: I will also supplement the textbook with readings that discuss important scientific theories that have been used in the communication field but are not included in the textbook (i.e., journal articles, book chapters). Please read the textbook and/or readings BEFORE you come to class.

Exams: There will be three exams that are worth 60% of your grade (i.e., each exam is worth 20%). Exam 3 is not comprehensive. Each exam contains 34 multiple-choice items (worth 1 point each) and 2 short-answer items (worth 3 points each). Thus, each exam is worth 40 points. At least 70% of the material on the exams will be from lecture — so come to class. Students who miss an exam for any reason will be required to take a **comprehensive** exam on the regularly scheduled final exam day immediately after taking Exam 3. The comprehensive exam, like the other exams, consists of 34 multiple-choice items and 2 short-answer items. The items will be equally distributed across the three exams, and will be randomly selected from the other three exams. Thus, the items on the comprehensive exam should be no more (or less) difficult than the items on the other exams. Your comprehensive exam will replace the exam you missed. Only students who miss an exam can take the comprehensive exam. **YOU MUST BRING A PHOTO ID AND #2 PENCIL TO EACH EXAM (NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR THE TAs). IF YOU ARRIVE LATE (I.E., AFTER THE FIRST PERSON HAS COMPLETED THE EXAM),**

YOU WILL NOT BE ALLOWED TO TAKE THAT EXAM AND WILL BE REQUIRED TO TAKE THE COMPREHENSIVE EXAM INSTEAD. ALL EXAMS ARE GIVEN IN OUR CLASSROOM. EXAMS 1 AND 2 ARE GIVEN DURING REGULAR CLASS TIME. EXAM 3 IS GIVEN THURSDAY, DECEMBER 15TH, FROM 2:00-3:45 PM. DO NOT MAKE TRAVEL PLANS UNTIL AFTER DECEMBER 15TH.

Online assignments: There are 14 online assignments that are worth 28% of your grade (i.e., each assignment is worth 2%). You have an assignment due each Monday (except holidays). They must be uploaded (in .doc or .docx format) by 11:59 PM on the day they are due. The assignment dates are listed on the tentative schedule below. The dates are also listed on the calendar feature in Carmen. Please make note of them because you cannot makeup a missed assignment.

Online quizzes: There are 7 online quizzes that are worth 7% of your grade (i.e., each quiz is worth 1%). The quiz dates are listed on the tentative schedule below and on the calendar feature in Carmen. All the quizzes are on Wednesdays. Please make note of the quiz dates because you cannot makeup a missed quiz.

1. Each quiz consists of 4 items worth 2 points (0.5 points each). The quiz questions are similar to exam questions, but are worth half as much.
2. The quizzes have a 5-minute time limit, so you should study prior to taking the quiz. You will not have time to look up the answers while you take the quiz.
3. You may take each quiz *three* times (only the highest score counts).
4. When you retake the quiz, Carmen randomly selects the questions you will receive from a pool of 16 items. Thus, you might (or might not) get the same questions again.
5. The quiz covers the reading for the day listed on the schedule. For example, Quiz 1 covers the material in the Sparks (2010) chapter 1 (in the “Readings” folder within “Modules” menu on Carmen). Thus, you should read the assigned material **BEFORE** you take the quiz.
6. You have 3 days prior to a given class day when a quiz is listed to complete the quiz. The quiz will open and close at 12:30 PM. For example, Quiz 1 is scheduled for August 31st. It opens August 28th at 12:30 PM and closes August 31st at 12:30 PM.

The purpose of the quizzes is to encourage you to keep up to date on your readings. The quizzes will also give you practice on the types of questions you will receive on the actual exams. The quiz answers are not displayed because some quiz questions are reused in subsequent semesters.

Communication Research Experience (C-REP): All students in COMM 1100 are required to participate in the Communication Research Experience Program (C-REP). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Your participation in C-REP counts for 5% of your course grade (1% per hour of credit) — it is NOT extra credit. Participation can take the form of:

- Completing FIVE hours of C-REP research studies, **OR**
- Completing FIVE C-REP alternative written assignments, **OR**
- Completing a combined total of FIVE hours of research studies and alternative writing assignments.

Important information about C-REP:

- Your C-REP requirement must be completed during the semester.
- At least half of your credits must be completed during the first half of the semester. It is probably wise to complete your C-REP requirement as early as possible in the semester when demands on your time and signups for studies are the lightest.
- There are both on campus and online studies. At least half of your credits must be obtained from on campus studies. However, you get an extra 0.5 credit for completing on campus studies.
- Both COMM 1100 and COMM 1101 require C-REP participation, and many students are enrolled in both courses simultaneously. The same C-REP participation CANNOT be counted for both courses. For each study, you will indicate what class you want the credit to go toward.
- **If you sign up for a study but do not show up, you will have to write a research paper to make up the hours you missed. You will be locked out of C-REP until you complete the writing assignment.**

The C-REP Student Guide is on Carmen in the “Assignments” folder. **Please direct any C-REP questions to Jessica Frampton <frampton.22@osu.edu>**

Academic misconduct: All alleged cases of student academic misconduct must be reported (Faculty Rule 3335-5-487). The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. All online assignments will be checked for plagiarism using Turnitin’s [WriteCheck](#). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Accommodations for students with disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Classroom civility: Students are expected to attend every lecture. Students are also expected to be respectful of the professor, teaching assistants, and other students. Please don’t come to class late or leave early. Please don’t engage in disrespectful behavior (e.g., listening to iPods, newspaper reading, crossword puzzling, chatting, web browsing, eating, drinking, sleeping, snoring). Please turn off cell phones. Faculty members and teaching assistants have the right to dismiss disruptive students from lecture.

Bagels with Bushman: Every Wednesday after class I will select five volunteers to have FREE bagels with me at *Panera*, 300 W. Lane Ave, (614) 299-4400. I will buy you a bagel, muffin, or cup of coffee, etc. It usually takes about 30 minutes. Your attendance is not required and will not affect your grade. I just want to get to know my students better, which is difficult to do in a large class.

Grading:

Points will be distributed as follows:

Activity	Points	Percent
Exams (N=3)	120 (40 points each)	60% (20% each)
Online assignments (N=14)	56 (4 points each)	28% (2% each)
Online quizzes (N=7)	14 (2 points each)	7% (1% each)
C-REP (5 hours)	10 (2 points per hour)	5% (1% per hour)
TOTAL	200	100%

The following curve will be used to assign grades: A: 25%, B: 30%, C: 25%, D: 13%, and E: 7%. The final curve will also contain +/- grades (e.g., 10% B+, 10% B, 10% B-). This curve is based on OSU norms for classes this level. The curve is meant to protect YOU in case my exams are difficult (e.g., the curve guarantees that the top 25% of students will earn an A, regardless of how difficult my exams are). However, if an actual percentage gives you a higher grade, I will use that grade instead. The following standard percentages will be used:

A: 93-100%	C: 73-76%
A-: 90-92%	C-: 70-72%
B+: 87-89%	D+: 67-69%
B: 83-86%	D: 60-66%
B-: 80-82%	E: <60%
C+: 77-79%	

Please do NOT ask me to raise your grade, even if you just barely missed the next highest grade. It is against OSU policy to change a grade for any reason other than a clerical error.

Tentative Schedule

MONTH	DATE	DAY	TOPIC	READINGS	QUIZ
AUG	24	WED	Course introduction		
	26	FRI	Scientific Theories and Research Methods Ways of knowing		
	29	MON	Online assignment 1		
	31	WED	Methodological approaches; What is a scientific theory, and what makes some theories better than others?	Sparks, G. (2010). <i>Media effects research: A basic overview</i> (3rd Ed; Ch. 1, pp 1-19). Belmont, CA: Wadsworth.	1
SEPT	2	FRI	Measuring the strength of effects in research studies		
	5	MON	LABOR DAY: NO CLASS		
	7	WED	Basic Processes Classical conditioning theory		
	9	FRI	Operant condition theory		
	12	MON	Online assignment 2		
	14	WED	Social learning theory		
	16	FRI	Social cognitive theory		
	19	MON	Online assignment 3		
	21	WED	Disinhibitory devices	Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. <i>Personality & Social Psychology Review</i> , 3(3), 193–209.	2
	23	FRI	EXAM 1		
	26	MON	Online assignment 4		
	28	WED	Interpersonal communication <i>Interpersonal messages:</i> Symbolic interactionism	Ch. 5	3
	30	FRI	Expectancy violation theory	Ch. 7	
OCT	3	MON	Online assignment 5		
	5	WED	Relationship development: Social penetration theory	Ch. 8	
	7	FRI	Social information processing theory	Ch. 10	
	10	MON	Online assignment 6		
	12	WED	Relationship maintenance: Interactional view	Ch. 13	

	14	FRI	FALL BREAK: NO CLASS		
	17	MON	Online assignment 7		
	19	WED	Influence: Spiral of silence theory	Griffin, E. (2008). <i>A first look at communication theory</i> (7th ed., Ch. 29). Boston: McGraw-Hill.	4
	21	FRI	Social judgment theory	Ch. 14	
	24	MON	Online assignment 8		
	26	WED	Cognitive dissonance theory	Ch. 16	5
	28	FRI	Elaboration Likelihood Model	Ch. 15	
	31	MON	Online assignment 9		
NOV	2	WED	EXAM 2		
	4	FRI	Group communication Functional perspective & groupthink	Ch. 17	
	7	MON	Online assignment 10		
	9	WED	Mass Communication Uses and Gratifications	Ch. 28	
	11	FRI	VETERAN'S DAY OBSERVED: NO CLASS		
	14	MON	Online assignment 11		
	16	WED	Cultivation theory	Ch. 29	6
	18	FRI	Agenda setting theory	Ch. 30	
	21	MON	Online assignment 12		
	23	WED	THANKSGIVING: NO CLASS		
	25	FRI	COLUMBUS DAY OBSERVED: NO CLASS		
	28	MON	Online assignment 13		
	30	WED	Cultural Context Intercultural communication Communication accommodation theory	Ch. 31	7
DEC	2	FRI	Face negotiation theory	Ch. 32	
	5	MON	Online assignment 14		
	7	WED	Gender and communication Muted group theory	Ch. 36	
	15	THUR	EXAM 3 & Comprehensive Exam (only for students who missed an exam), 2:00-3:45 PM		

Helpful Hints on How to Get the Most Out of This Course

ATTEND CLASS. Bright, highly motivated students who have superior study skills can learn alone most of the material in the readings — enough to do quite well on exam questions that cover the material in the readings. However, although I will not review most of the readings material in lectures, a considerable amount of material that is not in the readings will be presented during classes. Research has shown that one of the best predictors of grades is class attendance, and even the brightest students gain more insight by attending classes regularly.

STUDY READINGS EARLY. Some lectures overlap information from the readings, but even for lecture material that is not redundant with the readings, you will learn best by reading and studying the assigned readings by the date on which they are indicated on the syllabus. I will assume in lectures that you have studied the assigned readings, and hence will not focus unnecessarily on terms and concepts that are well defined in the readings. There will be exceptions to this because in some lectures I choose to emphasize particular concepts that are covered in the readings or concepts that the readings do not cover very well. However, lack of emphasis or coverage during lectures does not mean lack of importance of material in the readings. You should also try to complete assigned readings several days before an exam. Studying early leaves much more time for resolving difficulties and reviewing the material -- repetition is a fundamental principle of learning.

READ, STUDY, AND TAKE NOTES "ACTIVELY." Research shows that many individuals read and write passively, that is, without thinking about the meaning of what they are reading. In reading and studying textbook-type material, everyone (professors included) must read actively and as a result somewhat slowly. You must try to understand what you are trying to learn within the framework of what you have already learned. Research shows that learning is much more effective if new information is related to old information. Not only must you work on reading material actively, but you must also stay mentally active during class. Passively writing down what is on the screen or what I say in class without thinking about it — about how it fits with previous material in earlier classes or earlier in that lecture — will not help you learn or understand the material. **To remember about 100% of new information, interact (re-read/discuss/write/engage) with your notes within 24 hours, do a second repetition within a day, and a third repetition within a week.** There are four stages to good note taking: (1) Note taking, (2) Note making, (3) Note interacting, and (4) note reflecting. [Research shows that is more effective to take notes with pencil and paper than with a laptop computer.](#)

BEFORE BEGINNING A READING, ACTIVELY STUDY THE SUMMARY FIRST. Page through the reading, looking at headings and illustrations (e.g., tables, figures) actively to gain a good general understanding of major themes and ideas before you carefully read it. These major ideas serve as part of the framework for you to organize the more detailed information if you are to gain a good overall understanding.

OUTLINE EACH READING. By outline, I mean that you should take organized notes on the reading as you go through it the first time, just as if you were taking notes on a lecture. **Research shows that taking good notes requires active thinking and is**

much superior to helping you learn any material to underlining or highlighting text.

If you take good notes on chapters, you should be able to study primarily from these notes without having to reread material. In the long run, that will save you time particularly as you become more and more skilled (through practice) at taking quality notes on readings. These notes and your lecture notes should be reviewed as many times as feasible in preparation for each exam.

ALTER YOUR EXPECTATIONS FOR STUDYING. Research consistently shows that college students greatly underestimate the effort and time it takes to do a quality job of learning the new and complex material that is a part of most of your courses. Academic experts generally agree spending **at least 2-3 hours per week outside of class per credit hour** is the norm for good achievement. However, if the course is particularly difficult or if your skills are not as great as the typical students', you will likely need to spend even more time to do well in the course. Thus, in this course you should spend **at least 6-9 hours per week outside of class** learning the course material, depending on how high you want your grade to be.

KEEP THE BIG PICTURE IN MIND. Not only must you learn quite an amount of information that you might consider rather detailed, but you should also strive to understand the broader themes and context at all times. Keep in mind what you have learned in previous readings and lectures. Themes work best when understood together rather than in isolation. In fact, individuals who, after a course is completed, have gone back and reread the textbook, report considerably greater understanding of material partly because the context has changed (e.g., they perceive chapter 2 differently after having studied chapters 3 and 4).

STUDY TECHNIQUES THAT WORK — AND (SURPRISINGLY) DON'T

Least Effective Study Techniques

- Highlighting and underlining textbooks and other materials
- Rereading
- Summarization
- Keyword mnemonics — the use of keywords and mnemonics to help remind students of course material
- Imagery use for text learning — creating mental images to remind students of material

Moderately Effective Study Techniques

- Elaborative interrogation — uses “why” questions to get students to make connections between new and old material.
- Self-explanation — prompting students to provide their own explanations for problems while learning material
- Interleaved practice — mixing different kinds of problems or material in one study session

Most Effective Study Techniques

- Practice testing — any form that allows students to test themselves, including using actual or virtual flashcards, doing problems or questions at the end of textbook chapters, or taking practice tests.
- Distributed practice — studying material over a number of relatively short sessions.

TEST TAKING TIPS. You've probably heard the adage, "Don't change your answer. Your first guess on a multiple choice question is usually right." This adage is wrong. According to the data from many studies (Benjamin et al., 1984), you're nearly three times more likely to switch from a wrong response to a correct one! If you can make a good case for changing your answer, change it. If you're changing your answer because you're second-guessing yourself experiencing test anxiety, leave it. If you start feeling anxious, take some deep breaths and try to relax.

IF YOU HAVE QUESTIONS, ASK THEM. Class time is not the appropriate time for specific questions about reading material that you are unclear about, although good questions that extend or broaden what you have read or heard in the lectures are strongly encouraged during classes. Such questions enrich class in general. For more detailed questions, seek me out after class, during office hours, or make an appointment.

IF YOU HAVE PROBLEMS, SEEK SOLUTIONS EARLY. For example, if you do poorly on an exam, see me at that time (instead of later in the course). In addition, the office of Counseling and Consultation Service offers a variety of services aimed at helping students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at The Ohio State University. It is located at the Younkin Success Center (4th Floor), 1640 Neil Avenue, Columbus, OH 43210, phone: 614-292-5766, email: ccs@studentlife.osu.edu, web page: <http://www.ccs.ohio-state.edu/> If I can help you or point you in the right direction, I certainly will, but you must ask for help first.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the office for disability services at 292-3307 in room 098 Baker Hall (113 W. 12th Ave) to coordinate reasonable accommodations for students with documented disabilities.