

**COMM 1101 – 0020 (28715)**  
**History of Communication (Hybrid)**  
**3 Credits (W 9:10am-11:00am, 360 Journalism)**  
**Autumn 2019 Syllabus**

**INSTRUCTOR**

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**TEACHING ASSISTANT**

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\*\*\* This syllabus represents a tentative course outline and is subject to change in the interest of student learning \*\*\*

**COURSE OVERVIEW**

This class examines the development of human communication, including the various technologies (broadly defined) that facilitate it, from pre-history to present day. This course is delivered in a hybrid format; two third of the course time is traditional in-class, one third is online. In-class time will be a combination of lecture and activities that you will engage in individually and in groups. Online class time will be comprised of discussion posts and videos.

This course is a General Education (GE) course fulfilling the Social Science (Individuals and Groups) category.

**GE GOALS**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Social Science (Individuals and Groups) GE Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.  
Course Specific Relevance  
Modern communication technologies developed in the 20<sup>th</sup> century alongside advances in social scientific theories and methods. This course will explore micro- and macro-level communication theories as they relate to how communication technologies amplify and alter individual and group behavior. In addition, some methods used to test such theories will be introduced.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.  
Course Specific Relevance  
This course will plot the development of various communication technologies, and how these developments altered individual and group human behavior. By examining the functions of various forms of communication (e.g., information, persuasion, entertainment), this course will give students an understanding of how humans use communication technologies and how communication technologies alter human behavior in various social and cultural contexts.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.  
Course Specific Relevance  
The values and motives that guide and govern communication, with specific emphasis placed on mass communication, will be interrogated. Students will learn to identify the intents of media producers and how competing motives can help to solve (or exacerbate) social problems. Historical policy decisions that influence the current communication systems will be reviewed.

## COURSE DESCRIPTION

This course will cover the history of human communication from the beginnings of spoken and written communication to modern mediated and mass communication. Primarily lecture-based, the class will introduce students to various communication technologies (broadly defined). The introduction of new communication technologies has consistently had a dramatic effect on both how societies function and how individuals interact. Students who successfully complete the course will have an introductory understanding of these processes as well as communication technologies on the cusp of development. Potential careers in mass communication will also be explored.

## REQUIRED TEXTS

Johnson, S. (2006). *Everything bad is good for you: How today's popular culture is actually making us smarter*. Riverhead Books: New York, NY.

Available from The Ohio State University Bookstore and Amazon ([https://www.amazon.com/Revolutions-Communication-History-Gutenberg-Digital/dp/1628924780/ref=sr\\_1\\_1?ie=UTF8&qid=1533060865&sr=8-1&keywords=revolutions+in+communication](https://www.amazon.com/Revolutions-Communication-History-Gutenberg-Digital/dp/1628924780/ref=sr_1_1?ie=UTF8&qid=1533060865&sr=8-1&keywords=revolutions+in+communication))

Kovarik, B. (2015). *Revolutions in communication: Media history from Gutenberg to the digital age* (2<sup>nd</sup> edition). Bloomsbury Academic: New York, NY.

Available from The Ohio State University Bookstore and Amazon ([https://www.amazon.com/Everything-Bad-Good-You-Actually-ebook/dp/B000OI1AB6/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1533060913&sr=1-1&keywords=everything+bad+is+good+for+you](https://www.amazon.com/Everything-Bad-Good-You-Actually-ebook/dp/B000OI1AB6/ref=sr_1_1?s=books&ie=UTF8&qid=1533060913&sr=1-1&keywords=everything+bad+is+good+for+you))

\*\*\* In the interest of facilitating an up-to-date course and fostering learning, other course materials may be made available during the semester. If so, these materials (or how to obtain them) will be provided on Carmen. No additional costs are to be expected for these materials. \*\*\*

## COURSE ASSIGNMENTS

The course will include tests, timed online content quizzes, in-class reflections, a career research assignment, and C-REP research participation. The point allocation as well as descriptions of the assignments are below.

- Tests (40%)
  - Four tests, comprised of approximately 35-65 multiple choice and true-false questions, will be administered during the semester (see course schedule for specific dates).
  - Tests are quasi-cumulative; they will focus on the most recent material, but important course topics may be returned to. It is thus expected that students will retain some information from test to test.
  - A review session, run by the graduate TA, will be held the class before the test. Students are encouraged to attend and should bring questions for the review session. Note that it is not the TA's job to tell you what will be on the test or to cover the material in its entirety again. Rather they are there to help clear up misunderstandings or address specific concerns that you may have about topics.
- Discussion Board Posts (20%)
  - For each section of the course (see the course schedule), an online discussion board will be available. The discussion board is an open space for students to discuss course topics, provide study guides, discuss examples, etc.
  - The class will be divided into 4 Discussion Teams (with approximately 25-30 members on each team).
  - All team members are expected to make 1 original discussion board post (~250 words) during each section, and reply to at least 5 posts from other team members. Replies do not have a word limit.
  - The goal of these assignments is to keep the collegial atmosphere of class going and to open up the course topics to (a) general questions of interest related to course topics and (b) allow for more interaction amongst students than is typically possible during a large lecture.
  - The topics you post on are up to you. However, realize that topics should be acceptable for discussion in polite society. Don't post things that you wouldn't talk about around the dinner table with your family.
  - Also, be sure to respect your fellow classmates. We're all here to learn.
- Content Quizzes (10%)

- There will be 4 timed online quizzes during the semester (see course schedule for specific dates).
- In addition to evaluating student learning, these quizzes will help to serve as a study guide for the tests.
- Each quiz will consist of multiple-choice and true-false questions (approximately 10 questions per quiz).
- **Late submissions of quizzes are not accepted.**
- In-class Reflections (10%)
  - Throughout the semester, there will be 6 reflection questions offered at random times during lecture. You will be asked a question and you will be expected to write a brief (5-10 minute) reflection in class on paper which you will turn in. These questions aim at engaging students to explore class topics in more detail.
  - Reflection questions will be graded pass/fail. A solid effort is required to achieve a pass.
  - **No make-ups are allowed as these reflection questions serve as a proxy for attendance.** However, the lowest reflection question score will be dropped for all students, meaning you can miss a reflection question and still earn full credit.
- Career Research Assignment (10%)
  - Students will complete a career research assignment divided into four parts. The goal of this assignment is for students to identify and research a potential career within a communication industry.
  - In the first part, students will identify a mass communication career that they find interesting.
  - In the second part, students will identify the entry-level position best suited for their career.
  - In the third part, students will identify skills required for obtaining the entry-level position and research courses at OSU that might help them develop those skills.
  - In the final part, students will identify internships for which they could apply for.
  - More details regarding the assignment will be presented throughout the semester.
- Syllabus/C-REP Quiz (5%).
  - An online quiz regarding the syllabus and the C-REP portion of the class will be given at the end of the first week of class.
- C-REP (5%)
  - The School of Communication requires all students enrolled in COMM 1100 and COMM 1101 to have research experience as part of the course requirements. The purpose of this requirement is to teach you about the empirical research that is conducted in the field of communication by giving you first-hand experience as a participant. You must participate in five hours of studies, do alternative written assignments, or complete a combination of studies and papers equaling **FIVE HOURS TOTAL**. Failure to complete this requirement results in a 5% reduction of your grade. For example, a person who earned a 93% (A) but did not complete the requirement would get an 88% (B+) instead. For more information, see the C-REP Student Guide on Carmen.
  - Note that questions regarding C-REP cannot be answered by the instructor or TA. Any question regarding C-Rep should be submitted based on the guidelines describe in the C-REP Student Guide.

## GRADING

Letter Grade	Points
A	100%-93%
A-	<93%-90%
B+	<90%-87%
B	<87%-83%
B-	<83%-80%
C+	<80%-77%
C	<77%-73%
C-	<73%-70%
D+	<70%-67%
D	<67%-60%
F	<60%

**Note:** Although all grades will be entered into Carmen, I make no guarantee that Carmen will accurately calculate your final grade. There are many settings that can be adjusted in Carmen and some will result in an

inaccurate calculation of your current/final grade (e.g., there is a setting in which assignments that are not completed are not counted in the final grade). You should calculate your own grade or use the Excel Spreadsheet provided by the instructor on Carmen to keep track of your grades. You can also use the aforementioned spreadsheet to examine potential final grades assuming various levels of performance.

### **ILLNESS/MISSED ASSIGNMENTS/LATE ASSIGNMENTS/MAKE-UPS**

If you have flu or another severe illness, you should seek medical attention. Do not attend class! No one wants to get sick because you attended class with a communicable disease. Attendance in the course is not required and you can miss some classes and still receive full credit. Emergencies and illnesses happen. They should not cause you to fail this course. The potential for excused absences has been built into the syllabus. An occasional absence will not severely impact your grade in the course. However, chronic absenteeism will.

Make-ups and late assignments will **NOT** be allowed for online quizzes, in-class reflection papers, or any other written assignment. The due dates are such that you should be able to weather a cold or illness and still complete the assignment on time.

Make-ups may be allowed for tests. It is up to the discretion of the instructor. If you are going to miss a test, it is your responsibility to contact the instructor and TA regarding your absence, preferably before the absence or soon after if it is an emergency and you are legitimately unable to notify the instructor or TA prior to the absence. If a test is missed and the instructor allows for a make-up, you should realize that the make-up may not be in the same form as the original test. It is possible that the instructor will administer an open-ended test.

### **EMAIL POLICY**

The TA and myself get hundreds of emails per week. If you expect an answer from us by email, you should adhere to the following email etiquette.

1. Email both the TA and myself.
2. Include the course number in your subject line (e.g., COMM 1101).
3. Describe your issue in sufficient detail so that we could provide an answer.
4. Sign your email with your full name and OSU ID.

We try to respond to emails within 24 hours during the week. However, if you email us on Friday afternoon, you might not receive a response prior to Monday morning.

In addition, some questions are too broad to be answered by email. If you have a question that would require more than a few sentences to answer, we may ask you to speak to us in person during our office hours.

I try to run an organized class and most questions that you might have will have already been answered in this syllabus. So, if you send us a question that is answered in the syllabus, we probably just won't respond. However, if after searching the syllabus you cannot find out the answer to your questions, you should:

1. Review the syllabus again to ensure that the question isn't answered here.
2. Contact the TA by email or in person.
3. If the TA cannot answer your question, you should then contact the instructor by email.

### **ATTENDANCE**

Attendance in a large lecture class such as this is important. However, I will not take attendance on a daily basis. Instead, the IN-CLASS REFLECTION QUESTIONS (see COURSE ASSIGNMENTS section) will serve as a proxy for your attendance. Again, attendance will not make or break your grade in this course.

### **ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. 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. Instructors shall report all instances of alleged academic

misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **PLAGIARISM CHECK**

Plagiarism checks will be automatically applied to all submitted documents. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.

### **DISABILITY SERVICES**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **PLEASE TAKE CARE OF YOURSELF (MENTAL HEALTH STATEMENT)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE**

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](mailto:titleix@osu.edu)

### **DIVERSITY**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## COURSE SCHEDULE

Week	Date	Topic	Readings	Assignments
<b>PART I – The Printing Revolution</b>				
1	Aug. 21	Class Structure and Syllabus Defining Communication	RiC (pp. 1-66) EBiG4U (pp. i.-14)	
2	Aug. 28	Pre-history to the Printing Press	RiC (pp. 67-104)	Syllabus Quiz (due by Aug. 27, 11:59pm) Career Assignment 1 (due Aug. 30, 11:59pm)
3	Sept. 4	The Printing Press Revolution	RiC (pp. 105-138)	Quiz 1 (due Sept. 3, 11:59pm EST)
4	Sept. 11	The Visual Revolution ** This topic will be covered after Test 1	RiC (pp. 139-150)	Discussion Board 1 Posts (due Sept. 10, 11:59pm) Test 1
<b>PART II – The Visual Revolution</b>				
5	Sept. 18	Photography	RiC (pp. 151-180) EBiG4U (pp. 15-62)	
6	Sept. 25	Cinema	RiC (pp. 181-216)	Career Assignment 2 (due Sept. 27, 11:59pm)
7	Oct. 2	Advertising	RiC (pp. 217-248) EBiG4U (pp. 62-115)	Quiz 2 (due Oct. 1., 11:59pm EST)
8	Oct. 9	The Electronic Revolution ** This topic will be covered after Test 2	RiC (pp. 249-254)	Discussion Board 2 Posts (due Oct. 8, 11:59pm) Test 2
<b>PART III – The Electronic Revolution: From “National Neighborhoods” to the Global Village</b>				
9	Oct. 16	The Telegraph & Telephone	RiC (pp. 255-274) EBiG4U (pp. 116-137)	
10	Oct. 23	Radio	RiC (pp. 274-308)	Career Assignment 3 (due Oct. 25, 11:59pm)
11	Oct. 30	Television	RiC (pp. 309-342) EBiG4U (pp. 138-199)	Quiz 3 (due Oct. 29, 11:59pm)
12	Nov. 6	The Digital Revolution ** This topic will be covered after Test 3	RiC (pp. 343-348)	Discussion Board 3 Posts (due Nov. 5, 11:59pm) Test 3
<b>PART IV – The Digital Revolution</b>				
13	Nov. 13	Computers No In Person Class – Online Assignment – Check Carmen	RiC (pp. 349-374) EBiG4U (pp. 201-221)	
14	Nov. 20	Digital Networks	RiC (pp. 375-404)	Career Assignment 4 (due Nov. 24, 11:59pm)
15	Nov. 27	No Class – Thanksgiving Break		
16	Dec. 4	Global Culture	RiC (pp. 405-430)	Discussion Board 4 Posts (due Dec. 3, 11:59pm) Quiz 4 (due Dec. 3, 11:59pm)
17	TBD	Test 4		