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School of Communication Colloquium
Communication 7890
Spring 2016

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Instructor: Mike Slater
Email: slater.59@osu.edu

Course Goals

* To provide a forum for the presentation of the types of research conducted in the School of Communication by its faculty and students, as well as by those in allied fields at The Ohio State University.
* To provide a forum for the presentation of communication research conducted by scholars from outside The Ohio State University, which will be invited presentations, job talks, etc.
* To provide a forum for second-year doctoral students to present their research ideas and findings and obtain feedback from fellow students and faculty, as required by the School of Communication doctoral program.
* To provide opportunities for academic and professional socialization of School of Communication graduate students through panel discussions with faculty, graduate students, and invited speakers from related departments (e.g., teaching, research and career related).

Course Meetings

* Colloquium will typically be held at JR 106, Fridays, 12:40 pm-1:35 pm.

Expectations for COMM 7890 Students

The School's colloquium series is open to all students and faculty in the School of Communication and beyond, regardless of formal enrollment status. However, it is a required component of the School of Communication MA (2 semesters) and PhD programs (4 semesters). Therefore, any student formally enrolled in COMM 7890 for credit is expected to attend colloquium as if it were any other course. Because there are no tests or papers required for COMM 7890, there is a single criterion on which the Satisfactory/Unsatisfactory grade assignments will be made at the end of each semester: *engaged attendance*.

Engaged attendance will be tracked through a sign-up sheet at each colloquium and observation by the instructor or other members of the Graduate Studies Committee. If you are there and do not see the sign up sheet, please ask for it at the end of colloquium. Students who miss a given colloquium session need to notify the instructor in advance (if possible), and provide suitable documentation for why colloquium was missed. If a student fails to attend *at least* 70% of the scheduled colloquium sessions without sufficient documentation (and completion of an appropriate make-up assignment), this may lead to a "U" (Unsatisfactory) grade for the course. For those required to enroll in colloquium, semesters with a "U" grade cannot be counted toward the requirement.

In addition to your physical presence, your mental presence is also required as part of the "engaged attendance" requirement. What this means is that you should not be devoting your mental effort to matters unrelated to the colloquium talk. Writing or reading papers, analyzing data, Web surfing, emailing, texting, talking, sleeping, and other distracting and disrespectful behavior should be avoiding during colloquium. Students observed being engaged in these behaviors will not receive credit for engaged attendance for that session.

More generally, laptops and other portable electronic devices should NOT be used by students enrolled in colloquium unless explicitly required as part of the colloquium topic (e.g., training using online resources). Notes may be taken with paper and pen. Here's why:

Although I believe the use of laptops or tablets can be used for productive purposes in colloquium, it is my observation (reinforced by growing academic research) that they primarily serve as distractions – both to those who use them, those nearby, and the person leading the session. Although some might argue that laptops are beneficial for taking notes, considerable scientific research demonstrates that using laptops for note taking impedes learning compared to paper and pen note taking. If you'd like to read a brief summary of just some of the evidence, click here or check out the *Scientific American* article "A Learning Secret: Don't Take Notes with a Laptop." Here's a few quotes from that paper:

> *When participants were given an opportunity to study with their notes before the final assessment, once again those who took longhand notes outperformed laptop participants. Because longhand notes contain students' own words and handwriting, they may serve as more effective memory cues by recreating the context (e.g., thought processes, emotions, conclusions) as well as content (e.g., individual facts) from the original learning session…*

> *…In the Mueller and Oppenheimer studies, all laptops were disconnected from the internet, thus eliminating any disruption from email, instant messaging, surfing, or other online distractions. In most typical college settings, however, internet access is available, and evidence suggests that when college students use laptops, they spend 40% of class time using applications unrelated to coursework, are more likely to fall off task, and are less satisfied with their education.*

Tentative Schedule

Please note that changes are likely due to schedule changes, speaker availability, or other circumstances. Changes will be posted on Carmen.

Date	Topic/Speaker
1/15	Qualtrics programming – bring your laptop!
1/22	Research writing presentation
1/29	Participant recruitment: C-rep – bring your laptop!
2/5	Mturk, PsiTurk, TeSOC/OSOC – bring your laptop!
2/12	2nd year talk Shan Xu
2/19	2nd year talk Tran Luong
2/26	2nd year talk Alex Hedstrom
3/4	2nd year talk Emily Davidson
3/11	2nd year talk Lorraine Borghetti
3/18	Spring Break
3/25	2nd year talk Nick Polavin
4/1	2nd year talk Simon Lavis
4/8	2nd year talk George Pearson
4/15	2nd year talk Jacob Long
4/22	2nd year talk Kelsey Woods