

# COMM 1101 – History of Communication (SU19)

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**Office:** Derby Hall 3049

*See Carmen for information about the instructor and TA's office hours.*

**C-REP coordinator:** Shannon Poulsen ([poulsen.6@osu.edu](mailto:poulsen.6@osu.edu))

*Contact only for questions about C-REP*

**Course description:** The course will overview the major developments – theoretical and technical – in communication, with a particular focus on mass communication. The impact of significant technical and cultural changes will be considered, as will the issue of media literacy in today's world. This course fulfills the GE Social Science – Individuals and Groups requirement.

## **Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
  - This will be fulfilled by lecture videos and readings which focus on increasing our understanding of individuals and groups, and methods utilized to study these populations and ideas. This will be assessed through reading checks and writing assignments, as well as practically through the C-REP program requirement.
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.
  - This will be fulfilled by readings that provide cross-cultural examples, and considering theories which aim specifically to explain people and their communicative behavior, focusing on cultural and ethnic influences on or differences in communicative behavior. It is assessed through reading checks and written assignments.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
  - This will be fulfilled by focusing on regulations of mass media and communication, and the role media plays in the maintenance of power relations between various entities. This is assessed through reading checks, writing tasks and the short final paper.

**Students with disabilities:** This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability is encouraged to contact me privately to discuss your specific needs, or contact the Office for Disability Services to coordinate your documented disabilities. The Office of Disability Services are located at 098 Baker Hall, 113 W. 23th Avenue, and can be reached at 614-292-3307 (TDD: 614-292-0901).

### Required Course Materials:

- Kovarik, B. (2015). *Revolutions in communication*, 2<sup>nd</sup> ed. New York: Bloomsbury.
- Carr, N. (2011). *The shallows: What the internet is doing to our brains*. New York: W.W. Norton.
- Additional course readings and materials, available via Carmen.

### Required Course Technologies:

- **Baseline technical skills necessary for online courses:** Basic computer and web-browsing skills.
- **Necessary equipment:** Working computer, laptop or tablet capable of web access; Current web browser and video-related plugins; Speakers or other audio-outputting device.

### Methods of Assessment:

Assignment	Grade %	Due date
<b>Introduction Activities</b> You will be asked to complete a small number of activities during the first (half) week of the summer course. These tasks will allow you to introduce yourself to your classmates, and familiarize yourself with the format of this online class.	5%	Sat 5/11, by 11:59pm ET
<b>Reading Checks</b> There will be 10 short reading check quizzes throughout the summer, reviewing the content from all readings for the week. Questions are taken from a bank, and you have 3 attempts each week. Your lowest summer quiz grade will be dropped.	30%	Week 2 through Week 11
<b>Weekly Writing Tasks *</b> From weeks 2 through 9, there will be a weekly writing prompt. This will either be a paper submission, a discussion post, or a response to an earlier discussion post activity. Your lowest writing task grade will be dropped.	30%	Week 2 through Week 9
<b>Weekly Engagement Activities *</b> There will be ten small engagement activities, designed to help you reflect on the content and apply it to your own lives. These are short in nature, and typically administered via discussion boards. You must complete eight for full credit.	10%	Week 2 through Week 11
<b>C-REP Participation</b> All students enrolled in COMM 1100 and 1101 are required to participate in the School of Communication's Research Experience Program – see Carmen.	5%	Fri 7/26, by 9:00pm ET
<b>Final Short Paper *</b> Instead of a final exam, you will write a short paper (3-4 pages) responding to one of a set of potential questions revisiting themes from the class. More information will be provided closer to the deadline.	20%	Fri 7/26, by 11:59pm ET

\* **Guidance on these assignments, including rubrics, will be available on Carmen later this summer.**

**Grading policy:** the standard OSU grading scale will be used for assessments on this course, namely:

A	93-100%	B	83-86.99%	C	73-76.99%	D	60-66.99%
A-	90-92.99%	B-	80-82.99%	C-	70-72.99%	E	Below 60%
B+	87-89.99%	C+	77-79.99%	D+	67-69.99%		

Note: I can only give you the grade you have earned. There will be no rounding of final grades, no matter how close you are. If you are concerned about your grades, be proactive and arrange time so that you can discuss your progress so far, and identify ways to improve going forward – this initiative pays off!

## General Course Policies:

1. **Course Contact:** The instructor or TA will utilize Carmen's email function to send class-wide messages, which will be sent to the students BuckeyeMail email address (as well as being retained in Carmen itself); individual emails will be sent via email to the students BuckeyeMail email address directly (so will not appear in Carmen at all). For this reason, you should make a point to check your emails regularly. For general questions, please make use of the discussion threads on Carmen. This will always be the best way to seek an answer to a general question about the course, assignments etc. It is important to carefully read emails or other documents from your instructors/TAs in this and all other classes. As such, any student who emails the instructor a picture of their favorite meme by 11:59pm ET on Saturday May 11<sup>th</sup> will receive 1% of extra credit. If you don't have a favorite, search for "funny memes" on Google and pick one. This opportunity will be cancelled if students are observed discussing it on the Carmen discussion boards – it's a reward for you reading the syllabus.
2. **Email Policy – Use of Emails:** Email communication has many advantages, but can also limit meaningful contact or discourage us from seeking information which is readily available to us – something made worse again in online courses because of how easy it is to write and send messages. Because of this, I use a limited email policy which has proven successful in past courses. ***Most queries should be resolved by interacting with the general discussion boards on Carmen***, and both the TA and I hold regular office hours. Queries which students can answer themselves will be ignored – check the syllabus first!

**Ideally, email should be limited to request a meeting time** or to give your TA or I a heads up that you wish to discuss something in particular during regular office hours. Such emails should include a *brief* description of your issue/question and either the office hours you will be attending, or some times when you can meet (virtually, via CarmenConnect) if you are unable to attend during scheduled times. We will respond to confirm a mutual time. General questions should not be emailed, but rather you should post your question to the relevant discussion board on Carmen.

**Note:** this policy is not designed to limit or inhibit contact – quite the opposite. It is designed, and has proven to be successful in, promoting both student independence and meaningful interaction. I will happily make accommodations to this policy, however, for students registered with [Student Life Disability Services](#) (SLDS/ODS).

If the reason for your contact cannot wait until the next office hours, you are welcome to email us and we will respond as appropriate within 24-48 hours. It is your responsibility to ensure, whether emailing or coming to office hours, that you are not leaving contact to the last possible moment. Emailing the TA an hour before an assignment is due to be handed in does not shift your responsibility to complete a task on time to the TA/instructor.

3. **Assistance:** If there are circumstances that are affecting your performance in this class, you should inform the TA or myself of them as soon as possible. Ultimately, there may or may not (but probably will) be things we can do to assist you ahead of time, but out of fairness to your peers there is very little we can do after the fact (such cases are referred to [Student Advocacy](#)).

We can help you understand the material before assignments are due, but I will not change your grade afterwards. It is always better to come to us with any problems or suggestions early, so that we are more able to do something about it. Please email to set up an appointment if this is the case.
4. **Classroom Conduct:** The classroom "space" – whether physical or virtual – is intended for learning and exploring ideas in an open, safe environment. This is only possible if we are respectful of one another, even where we disagree. Harassment, intimidation, discrimination, and any other

disruptive behavior will not be tolerated. Please treat each other as you would like to be treated, and let me know if you have any concerns.

5. **Deadlines and Late Submissions:** *All course deadlines are communicated in Eastern Time (UTC-4).* It is your responsibility to ensure that you are aware of your local deadline times if travelling outside the Eastern Time Zone for part or all of the summer. Deadlines are non-negotiable, except in the instance of university-recognized circumstances and where documentation confirming your inability to complete the assignment during the entire period has been provided.

Without documentation, written work submitted within 24 hours of the deadline will lose 10%; work between 24 and 48 hours late will lose 20%. Written work cannot be submitted after 48 hours, meaning the student forfeits those points. Reading checks have no late penalties – these close at the times posted.

6. **Grades and grade challenges:** If you have concerns about your grade for any assignment, please reach out to the TA in a timely manner: they will accept grade challenges up to 7 days following the release of a grade (as recorded by the email that Carmen automatically sends out when an assignment is unmuted). If you would like to do this, please email the TA for details of what to do.

I, along with many instructors, subscribe to the belief that we do not award grades. Rather, students earn them, and our role is simply to assess based on materials submitted and objective grading standards. As a result, we can only record the grade you have earned. This means that there will be no rounding of final grades, no matter how close you are.

If you are concerned about your grades or progress, be proactive and make time to speak with the TA or myself – this initiative often pays off!

### **General Expectations for Online Classes**

There are often a number of misperceptions about online classes, which it's useful to try and address up-front. Please note the following:

- **“Online classes are easier”** – this isn't necessarily true, nor is it necessarily true that they're harder. Just like any two physical classes, there will be slight differences in level of difficulty. Generally speaking, the online version of a class won't be substantially different to a physical version of the same class, and will only vary due to the online delivery (so assignments may vary but will focus on similar outcomes). This course will be comparable to the physical COMM 1101 class, and other online and physical 1000-level courses.
- **“I can work at my own pace”** – this is partially true, in that you aren't tied to specific lecture times. However, few online courses allow you the ability to completely dictate your pace. Further, some students must take part in activities regularly to satisfy funding requirements – this is particularly true of students receiving financial aid who must engage weekly. As such, each week will be delivered as a module, which will be made available a little earlier for students who want to get started early. Modules will officially open on Sunday, and must be completed by the following Saturday, giving you a 7-day period within which to cover the content, readings, and assignments.
- **“It's all quizzes”** – this isn't true. There are often more quizzes than you might find in a regular classroom-based courses, but again it varies between classes. In this course, quizzes are used as a reading check to determine how well you're understanding the material (because you can't raise your hand and ask a clarifying question). You can take each reading check 3 times, although questions will vary between attempts. If you don't do well this is a cue to review the readings before trying again, to maximize your potential for both the quizzes and the course generally.

**Technology:**

As a general rule, technical failure does not constitute an excuse for submitting work late. This rule is more important with online courses. You are, per course requirements, obligated to have regular access to a working computer/laptop and high-speed internet access (for the purpose of viewing course lectures). It is your responsibility to make sure your devices are in working order, which includes hardware and software.

Technical problems associated with an OSU system (e.g., BuckeyeMail, Carmen) which are documented by the Office of the Chief Information Officer (OCIO: [https://osuitsm.service-now.com/selfservice/system\\_status](https://osuitsm.service-now.com/selfservice/system_status)) will be accommodated where these are outside of your control.

If you do experience a problem with an OSU system which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will an accommodation be considered. Keep in mind that situations affecting OSU systems are rare and typically resolved within hours – a lot of resources go in to making these systems operate correctly.

If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements to access the content. You should email me/your TA only where this is *not* possible, at which point accommodations *may* be made dependent of the circumstances. The timeliness of your handling of the matter will be considered.

**Technology Help:**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

**Carmen:**

All course content will be delivered through the classes Carmen page, which is located at <http://carmen.osu.edu>. The following resources are provided by the Office of Distance Education and eLearning (ODEE), and may be useful in getting the most from this system:

- [\*Getting Started with Canvas \(for Students\)\*](#)
- [\*Setting up Notifications and Email Settings\*](#)
- [\*Navigating Your Course Content \(for Students\)\*](#)

**Attendance, Participation and Engagement:**

Because the course is offered online, class attendance cannot be monitored in quite the same way as a traditional classroom-based course. However, it is still essential to participate in the class on a regular basis. For some students, such as those receiving scholarships or other financial aid, it is required that they engage regularly with their courses. And for any student, remaining on top of content and assignments is essential. Therefore, it is a course expectation that students log in to the Carmen page at least once per week.

To facilitate this expectation, there is at least one assignment per week which contributes towards the final grade. Therefore, it is essential to treat this class as you would a physical class – participate regularly, and ensure you are aware of and keep up with readings, lecture content (delivered here through weekly lecture videos) and assessments. I will assist by sending weekly reminder emails.

In addition, there will be weekly **engagement activities**, either communicated within a lecture video or a notice on Carmen, which collectively contribute towards 10% of your final grade. An activity will be offered weekly from weeks 2-11, and you need to complete 8 out of the 10 activities to earn full credit.

Finally, a note on absences. Because this is a distance learning course, you have the opportunity to schedule your time with more freedom. There is one downside to this that I want to flag, surrounding the issue of illness. When you are enrolled in a physical class, there may be times where you are physically unwell and unable to attend a specific class meeting, which might prevent you from turning in a paper copy of an assignment. Such instances are usually accommodated on receipt of a doctor's note, which specifies that the individual was unable to attend a specific session due to illness.

With online courses, we do not have specific session times, so the instances where a doctor's note applies is limited by the fact that all content can be undertaken at any time in the week. As such, you are recommended to plan on completing work before the end of the week, so that if something comes up or you become unwell, you are unlikely to run out of time.

Accommodations for illness can only be granted where a physician indicates that the individual would have been unable to complete any computer-based work for an extended period, such that it would not have been able for that person to manage their time differently in advance. A doctor's note saying you were unwell for a few days is unlikely to be sufficient.

### **Office Hours:**

Both the TA and I will hold virtual office hours each week. Office hours are listed on Carmen (select "Office Hours" from the permanent resources list on the Carmen home page for our class). Office hours will be held online via CarmenConnect ([http://carmenconnect.osu.edu/COMM1101\\_SU19/](http://carmenconnect.osu.edu/COMM1101_SU19/)). CarmenConnect is accessed by logging in with your OSU name.# and requires a small applet. You should run the "Adobe Connect Diagnostic Test" before trying to use this service for the first time on a device, and this test can be found on the [CarmenConnect homepage](#).

It is not necessary to book a time for office hours, though keep in mind that there are a lot of students in this class so you might need to wait if a few show up/log in at the same time. If you want us to review a past assignment, please email whomever is hosting the office hours ahead of time, so that they can review anything necessary beforehand – this will save you time, as well as them.

Check Carmen when trying to utilize online office hours – if technical issues arise or office hours have to be rescheduled for any reason, we will confirm so on Carmen.

### **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### **Title IX Statement**

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)

## Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <https://trustees.osu.edu/bylaws-and-rules/code>). Violations of this code in this class, especially pertaining to 3335-23-04 on Academic Misconduct, will be aggressively prosecuted through the procedures the university has set up to deal with violations of the Code. You are responsible for being familiar with the Student Code; ignorance of the Code is not an excuse for violating it. Examples of violation of the Code of Student Conduct includes cheating on exams (e.g., such as using cheat sheets, providing answers to or receiving answers from another student, sending or receiving electronic communications pertaining to examinable material during the exam period, or working on an exam in collaboration with others).

**If the TA or I believe you have violated the Code of Student Conduct, we are obligated by university rules to report our suspicions to the Committee on Academic Misconduct (COAM: see <https://oaa.osu.edu/academic-integrity-and-misconduct>).** At no point am I afforded the opportunity to make a judgment about whether the matter warrants further investigation or if it should be let off with a warning – these are determinations to be made by COAM only.

Possible instances where you may violate this policy in the course of this include:

- **Writing tasks/final short paper:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you will typically be asked to follow **APA** style to cite the ideas and words of your sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in – but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it; this is referred to as self-plagiarism, and is a problem because credit has already been earned for that work. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor first. This is normally permissible with certain guidelines being followed.

If COAM determines you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Tentative Schedule:** any changes will be communicated via email and Carmen

*Readings: a full reading list is provided below. Readings from the Kovarik or Carr textbooks are listed below with page numbers. Additional readings (marked here in quotation marks) are provided as PDFs on Carmen.*

Week	Dates	Themes and Topics	Reading(s)	Assignment(s) Due
1	Wed 5/8 to Sat 5/11	<b>Course Introduction/Foundations of Communication History I</b> - "Syllabus" - The Shallows, pp. 1-16		Syllabus quiz; intro activities; student online readiness module: Due Sat 5/11 by 11:59pm ET
2	Sun 5/12 to Sat 5/18	<b>Foundations of Communication History II</b> - Revolutions, pp. 1-15 - "Baran: Theory" - "Baran: Media literacy" - The Shallows, pp. 17-35		Reading check #1 & Writing Task #1: Due Saturday 5/18 by 11:59pm ET
3	Sun 5/19 to Sat 5/25	<b>Printing I: Books</b> - Revolutions, pp. 27-45 - "Baran: Books" - The Shallows, pp. 36-57		Reading check #2 & Writing task #2: Due Saturday 5/25 by 11:59pm ET
4	Sun 5/26 to Sat 6/1	<b>Printing II: Newspapers and Magazines</b> - Revolutions, pp. 46-84, 95-115, 120-138 - The Shallows, pp. 58-77		Reading check #3 & Writing task #3: Due Saturday 6/1 by 11:59pm ET
5	Sun 6/2 to Sat 6/8	<b>Radio &amp; Audio</b> - Revolutions, pp. 275-307 - The Shallows, pp. 78-98		Reading check #4 & Writing task #4: Due Saturday 6/8 by 11:59pm ET
6	Sun 6/9 to Sat 6/15	<b>Film</b> - Revolutions, pp. 139-150, 181-215 - The Shallows, pp. 99-143		Reading check #5 & Writing task #5: Due Saturday 6/15 by 11:59pm ET
7	Sun 6/16 to Sat 6/22	<b>Television</b> - Revolutions, pp. 309-341 - The Shallows, pp. 144-176		Reading check #6 & Writing task #6: Due Saturday 6/22 by 11:59pm ET
8	Sun 6/23 to Sat 6/29	<b>Video Games</b> - "Baran: Video Games" - The Shallows, pp. 177-200		Reading check #7 & Writing task #7: Due Saturday 6/29 by 11:59pm ET



<b>Week</b>	<b>Dates</b>	<b>Themes and Topics</b>	<b>Reading(s)</b>	<b>Assignment(s) Due</b>
<b>9</b>	<b>Sun 6/30 to Sat 7/6</b>	<b>The Internet &amp; Social Media</b> - Revolutions, pp. 343-404 - <i>No "The Shallows" reading this week</i>		Reading check #8 & Writing task #8: Due Saturday 7/6 by 11:59pm ET
<b>10</b>	<b>Sun 7/7 to Sat 7/13</b>	<b>Media, Culture &amp; Society</b> - Revolutions, pp. 405-430 - "Baran: Global Media"		Reading check #9: Due Saturday 7/13 by 11:59pm ET
<b>11</b>	<b>Sun 7/14 to Sat 7/20</b>	<b>Special Topics in Communication History</b> - "Cultural Imperialism" - The Shallows, pp. 201-222		Reading check #10: Due Saturday 7/20 by 11:59pm ET
<b>12</b>	<b>Sun 7/21 to <u>Fri 7/26</u></b>	<b>Final Papers</b> - No assigned lectures or readings		C-REP participation due by 9pm ET on Friday July 26  Final short paper due by 11:59pm ET on Friday July 26
<b>FINALS</b>	<b>Mon 7/29 to Wed 7/31</b>	<b>No final exam</b>		

## Reading List:

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Syllabus Reference	Full Citation
"Baran: Books"	Baran, S. J. (2017). Books. In S. J. Baran, <i>Introduction to mass communication: Media literacy and culture</i> (pp. 46-69). New York, N.Y.: McGraw-Hill.
"Baran: Global Media"	Baran, S. J. (2017). Global Media. In S. J. Baran, <i>Introduction to mass communication: Media literacy and culture</i> (pp. 366-389). New York, N.Y.: McGraw-Hill.
"Baran: Media Literacy"	Baran, S. J. (2017). Mass communication, culture, and media literacy. In S. J. Baran, <i>Introduction to mass communication: Media literacy and culture</i> (pp. 2-27). New York, N.Y.: McGraw-Hill.
"Baran: Theory"	Baran, S. J. (2017). Theories and effects of mass communication. In S. J. Baran, <i>Introduction to mass communication: Media literacy and culture</i> (pp. 304-335). New York, N.Y.: McGraw-Hill.
"Baran: Video Games"	Baran, S. J. (2017). Video games. In S. J. Baran, <i>Introduction to mass communication: Media literacy and culture</i> (pp. 202-221). New York, N.Y.: McGraw-Hill.
"Cultural imperialism"	DeFleur, M. L. (2010). Cultural imperialism theory. In M. L. DeFleur, <i>Mass communication theories: Explaining origins, processes, and effects</i> (pp. 291-308). New York, N.Y.: Routledge.
Kovarik	Kovarik, B. (2015). <i>Revolutions in communication</i> , 2nd ed. New York: Bloomsbury.
The Shallows	Carr, N. (2011). <i>The shallows: What the internet is doing to our brains</i> . New York: W.W. Norton
"Syllabus"	N/A (this document)

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