

# SYLLABUS: COMM 1100

## COMMUNICATION IN SOCIETY

### ONLINE SPRING 2022

**Catalog Description:** Role of communication in society; forms, strategies, theories and issues; interpersonal, group, organizations, public and mass communication. Prereq: Not open to students with credit for 200. GE soc sci indivs and groups course.



Pink Floyd "Division Bell" (Rough)  
By Storm Thorgerson



Stephen Hawking (1942 to 2018), theoretical physicist

"For millions of years mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk."

— Stephen Hawking, "Keep Talking" song by Pink Floyd on *Division Bell* album

"Speech has allowed the communication of ideas, enabling human beings to work together to build the impossible. Mankind's greatest achievements have come about by talking. Our greatest hopes could become reality in the future, with the technology at our disposal, the possibilities are unbounded. All we need to do is make sure we keep talking." — Stephen Hawking, "Talkin' Hawkin" by Pink Floyd on *The Endless River* album

## Instructor

**Name:** Brad J. Bushman, Ph.D.

**Email address:** bushman.20@osu.edu

**Phone number:** 614-688-8779

**Office hours:** Monday 9 AM to 12 PM via this [link](#) on CarmenZoom (Meeting ID: 974 1789 0574; Passcode 215289). Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical [video](#) in the article.

**Homepage:** <http://u.osu.edu/bushman.20/>

## Teaching Assistants

**Name:** Charles (“Chas”) Monge

**Email address:** [monge.19@buckeyemail.osu.edu](mailto:monge.19@buckeyemail.osu.edu)

**Office hours:** Wednesday 2 PM to 3 PM via this [link](#). (Meeting ID: 968 2884 0578; Passcode 810750).

**Name:** Enoch Montes

**Email address:** [montes.54@buckeyemail.osu.edu](mailto:montes.54@buckeyemail.osu.edu)

**Office hours:** Tuesdays 10 AM to 11 AM via this [link](#). (Meeting ID: 952 2122 9405; Passcode 359058).

## C-REP Coordinator

**Name:** Olivia Bullock

**Email address:** [bullock.181@buckeyemail.osu.edu](mailto:bullock.181@buckeyemail.osu.edu)

## Course description and prerequisites

This asynchronous course is 100% online. Lectures for the course are given on CarmenZoom Tuesdays and Thursdays from 1:50 PM to 2:45 PM. Attendance at lectures is not required; all lectures will be recorded. 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, 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 contexts.

## Course learning outcomes

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) apply social science theories to the study of individuals and groups;

This course is grounded in theory, with a special emphasis on social science theories used in the field of communication. Readings, lectures, quizzes, exams, and writing assignments fulfill this learning outcome.

**(b) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

In this course, several lectures and chapters are devoted to individual differences in communication (e.g., gender, minority groups, people from individualistic versus collectivist cultures). Readings, lectures, quizzes, exams, and writing assignments fulfill this learning outcome.

**(c) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Communication is a critical tool for solving problems between individuals and groups. Readings, lectures, quizzes, exams, and writing assignments fulfill this learning outcome.

## **Course Objectives**

Students who complete this course will also:

1. Comprehend the scientific method
2. Comprehend scientific theories
3. Comprehend different research methods scientists use to test hypotheses, which are often deduced from theories
4. Comprehend some important scientific theories used in the field of communication
5. Comprehend some important individual differences in communication styles
6. Comprehend the role of communication in some important contexts (e.g., interpersonal, group, political, organizational, intercultural, mass mediated).

## **Mode of delivery**

This asynchronous course will be presented fully online.

Lectures will be given during class time (Tuesday and Thursday 1:50 PM to 2:45 PM) through CarmenZoom using this [link](#) (Meeting ID: 920 2765 0193; Password: 055896).

Attendance at lectures is recommended, but not required. You will get more out of the class if you can attend lectures (e.g., you will be able to participate in class and

Breakout Rooms discussions, ask questions during lecture). All lectures will be recorded and will be available on Carmen.

## How this course works

This course consists of 16 weekly modules, which are listed on Carmen. Each module specifies the topic discussed, the assigned readings, PowerPoint slides, recorded Zoom lectures, and assignments.

## Course materials

The course textbook is:

Griffin, E., Ledbetter, A., & Sparks, G. (2019). *A first look at communication theory* (10th ed). New York: McGraw-Hill.

The fee for this textbook is included as part of tuition and is listed as a CarmenBooks fee on your Statement of Account. Unless you choose to opt-out of the program, you do NOT need to purchase the textbook at the bookstore. See [this video](#) to learn how to access the textbook. For more information on the program or how to opt out, please visit the [CarmenBooks website](#). Access to Connect, which includes the textbook as an ebook, is available through the “**McGraw Hill Connect**” link within Carmen (listed on the left-hand side of the page, after “**Modules**”).

Connect also includes SmartBook (previously called [LearnSmart](#)), which is an interactive study tool that adaptively assesses students’ skill and knowledge levels to track which topics students have mastered and which require further instruction and practice. Based upon student progress, it then adjusts the learning content based on their knowledge strengths and weaknesses, as well as their confidence level around that knowledge. There are 15 reading assignments to be completed in SmartBook (1 for each assigned chapter), which are worth 15% of your grade (1% each). A SmartBook tutorial is available in the “Navigating Connect Orientation Assignment” available in the Course Resources module on Carmen.

The textbook comes free with tech support:

- Phone: 800-331-5094
- Chat or Email: <https://mhedu.force.com/CXG/s/ContactUs>
- Available hours (EST):
  - Sunday: 12 PM to 12 AM
  - Monday to Thursday: 24 hours
  - Friday: 12 AM to 9 PM
  - Saturday: 10 AM to 8 PM

# Grading

## Graded Assignment Overview

The graded activities are designed to assess basic-level understandings (e.g., remember and understand) as well as higher-level understandings (e.g., apply and analyze). The specific assignments are presented below along with a short description of the general format of the assignment and its relationship to student learning.

**Exams:** There will be three online exams that are worth 51% of your grade (17% each exam). Each exam is worth 34 points (28 multiple-choice items worth 1 point each and 2 short-answer items worth 3 points each). Over 70% of multiple-choice items and 100% of short answer items will come from lecture. Exam 3 is the final exam for this course and is not comprehensive. All students are required to take Exam 3, including graduating seniors. All exams are closed book; no external materials are allowed when taking exams (e.g., PowerPoint slides, notes, books, articles, computers, handheld devices, communicating with other students, etc.). You will have 80 minutes to complete each exam. Each exam will be open for 24 hours to accommodate possible conflicts and different time zones. However, the instructor and the graduate teaching assistant will only be available on exam days between 9 AM and 5 PM (Eastern Time). The exams will assess students' knowledge of the readings and lectures as well as their ability to apply their knowledge to related contexts.

**Online reading assignments:** There are 15 online reading assignments that are worth 15% of your grade (1% each) that come from the 15 assigned chapters from the textbook SmartBook assignments, which close Sunday night (1 minute before midnight). You cannot make up a missed reading assignment. Please allow 24 hours for scores to be recorded in Carmen.

**Online writing assignments:** There are 14 online writing assignments that are worth 28% of your grade (2% each). If an online writing assignment asks for an example, you must generate your own. You may not use examples from class. Please use [American Psychological Association \(APA\) format](#). Online writing assignments close Sunday night (1 minute before midnight). You cannot make up a missed online writing assignment. They will be graded within one week.

**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. You can earn partial credit (e.g., 4% for 4 credits). Participation can take the form of research studies and/or alternative assignments. Important information about C-REP:

- Your C-REP requirement must be completed during the period in which the program is over, which typically ends a few days before the end of the

semester.

- At least half of your credits should be completed during the first half of the semester. It is 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.
- 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 complete an alternative assignment to make up the hours you missed. You will be locked out of C-REP until you complete the alternative assignment.**

The C-REP Student Guide is on Carmen in the “Course Resources Module” folder. The C-REP coordinator, Olivia Bullock, will manage a discussion board to answer questions about C-REP. If you have any questions, please review those materials and then post on the C-REP discussion board. If you have a question not covered on the discussion board or in the supporting materials, email her at [bullock.181@buckeyemail.osu.edu](mailto:bullock.181@buckeyemail.osu.edu)

**Anonymous survey:** There is an anonymous “invisible person” survey that will be used to collect responses for the chapter on group communication (Chapter 17): “If you could do anything with complete assurance that you wouldn’t be detected or held responsible, what would you do?” If you would do nothing, you can say that. Or if you don’t want to complete the survey, you can say that. Your name will not be attached to your survey, but I can determine who completed it.

**Student Evaluation of Instruction (SEI):** At the end of the semester, you will receive an email about completing an SEI for this course. There are three options to access the SEI: (1) a link in the email, (2) a link in Carmen, or (3) via the OSU Mobile App. OSU uses SEIs to evaluate teachers. However, if the response rate is low, SEIs are difficult to interpret. I have received permission to offer 1% extra credit to all students **if** the SEI response rate is over 80%. Please complete your SEI.

## Grades

Points will be distributed as follows:

Activity	Points	Percent
Exams (N=3)	102 (34 points each)	51% (17% each)
Reading assignments (N=15)	30 (2 points each)	15% (1% each)
Writing assignments (N=14)	56 (4 points each)	28% (2% each)
C-REP (5 hours)	10 (2 points per hour)	5% (1% per hour)
Anonymous survey	2	1%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

The following standard percentages will be used to assign grades:

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

**Note.** Grades are not rounded. There is no extra credit in this course. 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.

## Late assignments

Late work is not accepted in this class. Assignments turned in after the deadline will only be accepted with a valid medical or university excuse that is presented within 5 days of the missed deadline. It is the student's responsibility to be sure the assignment submitted correctly and one time. Please check your Carmen folder after submission to ensure the upload is there and complete.

## Attendance, participation, and discussions

### Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Modules:**  
The module for each week is sorted as Topics, Readings, PowerPoint Slides, Zoom Lectures, and Assignments. The recorded lectures will be posted after class on the day they are given.
- **Office hours:**  
I am available to help you to learn, understand, and grow as individuals. Office hours are digital via CarmenZoom Monday 9 am-12 pm via this [link](#) (Meeting ID: 974 1789 0574; Passcode 215289).

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP (614-688-4357)** at any time if you have a technical problem.

### Grading and feedback

For written assignments, you can expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** During CarmenZoom lectures, students will be able to ask question. Students will also be divided into “Breakout Rooms” to discuss topics with classmates. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and other course communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For readings, list at least the title and page numbers. For online sources, include a link.)

## Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending synchronous lectures) helped them to be prepared to follow along with lectures and participate in discussions.



- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

## Course technology

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.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
    - [Carmen accessibility](#)
- **CarmenZoom:**
  - Lectures will be given during class time through Ohio State's conferencing platform, CarmenZoom.
  - Office hours will be held through CarmenZoom.
  - During lectures and office hours, students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the professor during class time and during office hours.
  - Help guides on the use of CarmenZoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
  - A new [study](#) shows that you can reduce your carbon footprint by 96% by turning your camera off during Zoom meetings.
- **Proctorio:** Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. It uses the Google

Chrome web browser. During the exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided prior to the exam. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available. Here is a [guide](#) for installing and using Proctorio. You should not take the exam on a handheld device or iPad; use a laptop or desktop computer.

- **Top Hat:** We will use Top Hat for sample test questions and in class activities. The Join Code for our class is 163222 (Password=COMM1100). Please read the Top Hat student guide: <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students>
- **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

### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen

### **Necessary equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

### **Necessary software**

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products [free of charge](#). To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## **OTHER COURSE POLICIES**

### **Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a diverse and inclusive learning environment

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.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Wellness

As a student, your health and wellness can have an impact on your academic success. Common wellness concerns during your time at the university may include high levels of stress, sleep and diet behaviors, alcohol and other drug use, depression and anxiety, and interpersonal relationship issues. The Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns.

You can learn more about health and wellness resources available on campus by visiting the websites for the [Student Wellness Center](#), [Wilce Student Health Center](#), [Recreational Sports](#) and [Counseling and Consultation Service](#). For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the [Collegiate Recovery Community](#). For students facing food insecurity, learn more about the free on-campus food pantry by visiting the [Buckeye Food Alliance](#). For students interested in speaking with a peer to learn more about campus resources, call the [Buckeye Peer Access Line](#). For students interested in meeting with a peer and setting holistic wellness goals, learn more about [Wellness Coaching](#).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or

overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools



# Course schedule (tentative)

## **Week 1 (Monday, January 10<sup>th</sup> to Friday, January 14<sup>th</sup>)**

Topics: *SCIENTIFIC THEORIES AND RESEARCH METHODS*: Ways of knowing; scientific method

Learning outcomes: Understand the different methods people use to know and understand what is true; understand the steps of the scientific method

Readings: Roes & Vohs (2012); Chapter 3

PowerPoint slides: Lecture 1

Online CarmenZoom lectures: Tuesday, January 12<sup>th</sup> and Thursday, January 14<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Writing assignment 1

## **Week 2 (Monday, January 17<sup>th</sup> to Friday, January 21<sup>st</sup>)**

**Martin Luther King Day (Monday, January 17<sup>th</sup>): No classes**

Topics: *SCIENTIFIC THEORIES AND RESEARCH METHODS (CONTINUED)*: Scientific theories; research methodologies; measuring the magnitude of effects

Learning outcomes: Understand the nature of scientific theories; understand the different research methods scientists use to test hypotheses; understand how researchers measure the magnitude of effects

Readings: Falin (2013); Chapter 3

PowerPoint slides: Lecture 1 (continued)

Online CarmenZoom lectures: Tuesday, January 18<sup>th</sup> and Thursday, January 20<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 3; Writing assignment 2

## **Week 3 (Monday, January 24<sup>th</sup> to Friday, January 28<sup>th</sup>)**

Topics: *LEARNING THEORIES*: Classical conditioning theory; operant conditioning theory

Learning outcomes: Understand classical conditioning theory and how stimuli can be associated together; understand operant conditioning theory and the role of reward and punishment on behavior

Readings: Goldman (2012)

PowerPoint slides: Lecture 2

Online CarmenZoom lectures: Tuesday, January 25<sup>th</sup> and Thursday, January 27<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Writing assignment 3

## **Week 4 (Monday, January 31<sup>st</sup> to Friday, February 4<sup>th</sup>)**

Topics: *LEARNING THEORIES (CONTINUED)*: Social learning theory; social cognitive theory

Learning outcomes: Understand social learning theory and the influence of models on behavior; understand social cognitive theory and distinct cognitive capacities

Readings: None

PowerPoint slides: Lecture 2 (continued); Lecture 3

Online CarmenZoom lectures: Tuesday, February 1<sup>st</sup> and Thursday, February 3<sup>rd</sup> (1:50 to 2:45 PM)

Assignments: Writing assignment 4

### **Week 5 (Monday, February 7<sup>th</sup> to Friday, February 11<sup>th</sup>)**

Topics: *LEARNING THEORIES (CONTINUED):* Disinhibitory devices

Learning outcomes: Understand eight disinhibitory devices people can use to justify their immoral behavior.

Readings: Bandura (1999)

PowerPoint slides: Lecture 3 (continued)

Online CarmenZoom lectures: Tuesday, February 8<sup>th</sup> and Thursday, February 10<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Writing assignment 5; **EXAM 1**

### **Week 6 (Monday, February 14<sup>th</sup> to Friday, February 18<sup>th</sup>)**

Topics: *INTERPERSONAL COMMUNICATION: Interpersonal Messages:* Symbolic interactionism

Learning outcomes: Understand ABCs of the self: **A** is for **A**ffect (self-esteem). **B** is for **B**ehavior (self-presentation).

Readings: None

PowerPoint slides: Lecture 4

Online CarmenZoom lectures: Tuesday, February 15<sup>th</sup> and Thursday, February 17<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Writing assignment 6

### **Week 7 (Monday, February 21<sup>st</sup> to Friday, February 25<sup>th</sup>)**

Topics: *INTERPERSONAL COMMUNICATION (CONTINUED): Interpersonal Messages (Continued):* Symbolic interactionism (continued); expectancy violations theory

Learning outcomes: Understand ABCs of the self: **C** is for **C**ognition (self-concept or self-knowledge); understand proxemics; understand expectancy violations theory; understand interactive adaption theory

Readings: Chapter 5; Chapter 7

PowerPoint slides: Lecture 4 (continued); Lecture 5

Online CarmenZoom lectures: Tuesday, February 20<sup>th</sup> and Thursday, February 24<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 5; Reading assignment Chapter 7; Writing assignment 7

### **Week 8 (Monday, February 28<sup>th</sup> to Friday, March 4<sup>th</sup>)**

Topics: *INTERPERSONAL COMMUNICATION (CONTINUED): Relationship development:* Social penetration theory; social information processing theory

Learning outcomes: Understand how relationships develop from superficial to intimate; understand how relationships develop online

Readings: Chapter 8; Chapter 10

PowerPoint slides: Lecture 6; Lecture 7

Online CarmenZoom lectures: Tuesday, March 1<sup>st</sup> and Thursday, March 3<sup>rd</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 8; Reading assignment Chapter 10; Writing assignment 8

### **Week 9 (Monday, March 7<sup>th</sup> to Friday, March 11<sup>th</sup>)**

Topics: *INTERPERSONAL COMMUNICATION (CONTINUED): Influence: Spiral of silence theory; social judgment theory*

Learning outcomes: Understand why people often go along with the crowd and often do not speak up when they feel their opinions are unpopular; understand the influence of latitudes of acceptance, rejection, and noncommitment on attitude change

Readings: Griffin (2008) chapter on Carmen; Chapter 14

PowerPoint slides: Lecture 8; Lecture 9

Online CarmenZoom lectures: Tuesday, March 8<sup>th</sup> and Thursday, March 10<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 14; Writing assignment 9

### **Week 10 (Monday, March 14<sup>th</sup> to Friday, March 18<sup>th</sup>)**

**Spring break: No classes**

### **Week 11 (Monday, March 21<sup>st</sup> to Friday, March 25<sup>th</sup>)**

Topics: *INTERPERSONAL COMMUNICATION (CONTINUED): Influence (Continued): Elaboration Likelihood Model (ELM); cognitive dissonance theory*

Learning outcomes: Understand how attitudes can change through central and peripheral routes; understand the role of cognitive dissonance on attitudes

Readings: Chapter 15; Chapter 16

PowerPoint slides: Lecture 10; Lecture 11

Online CarmenZoom lectures: Tuesday, March 22<sup>nd</sup> and Thursday, March 24<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Anonymous “invisible person” survey; Reading assignment Chapter 15; Reading assignment Chapter 16; Writing assignment 10; **EXAM 2**

### **Week 12 (Monday, March 28<sup>th</sup> to Friday, April 1<sup>st</sup>)**

Topics: *GROUP AND PUBLIC COMMUNICATION: Group Communication: What is a group? Why groups? How groups act. How groups think.*

Learning outcomes: Understand what a group is; understand why groups are adaptive; understand how being in a group influences our behavior (e.g., social loafing, social facilitation, deindividuation); understand when groups make good decisions and when they make bad decisions

Readings: Chapter 17; Karau & Wilhau (2020)

PowerPoint slides: Lecture 12

Online CarmenZoom lectures: Tuesday, March 29<sup>th</sup> and Thursday, March 31<sup>st</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 17; Writing assignment 11

**Week 13 (Monday, April 4<sup>th</sup> to Friday, April 8<sup>th</sup>)**

Topics: *MASS COMMUNICATION: Media Effects*: Uses and gratifications; cultivation theory

Learning outcomes: Understand how individuals use the media to gratify their needs and desires; understand how being immersed in media influences our perception of the world

Readings: Chapter 28; Chapter 29

PowerPoint slides: Lectures 13; Lecture 14

Online CarmenZoom lectures: Tuesday, April 5<sup>th</sup> and Thursday, April 7<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 28; Reading assignment Chapter 29; Writing assignment 12

**Week 14 (Monday, April 11<sup>th</sup> to Friday, April 15<sup>th</sup>)**

Topics: *MASS COMMUNICATION (CONTINUED): Media Effects (Continued)*: Agenda setting theory

*CULTURAL CONTEXT: Gender and Communication*: Muted group theory

Learning outcomes: Understand how the media can influence personal and public agendas; understand how women communicate in a man's world

Readings: Chapter 30; Chapter 33

PowerPoint slides: Lecture 15; Lecture 16

Online CarmenZoom lectures: Tuesday, April 12<sup>th</sup> and Thursday, April 14<sup>th</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 30; Reading assignment Chapter 33; Writing assignment 13

**Week 15 (Monday, April 18<sup>th</sup> to Friday, April 22<sup>nd</sup>)**

Topics: *CULTURAL CONTEXT (CONTINUED): Intercultural Communication*:

Communication accommodation theory; face negotiation theory

Learning outcomes: Understand how people often adapt their communication styles to fit in; understand how people from individualistic and collectivistic cultures communicate differently

Readings: Chapter 34; Chapter 35

PowerPoint slides: Lecture 17; Lecture 18

Online CarmenZoom lectures: Tuesday, April 19<sup>th</sup> and Thursday April 21<sup>st</sup> (1:50 to 2:45 PM)

Assignments: Reading assignment Chapter 34; Reading assignment Chapter 35; Writing assignment 14

**Weeks 16-17: Final Examinations (Wednesday, April 27<sup>th</sup> to Tuesday, May 3<sup>rd</sup>)**

Assignments: **EXAM 3** (Wednesday, April 27<sup>th</sup>, 2:00 – 3:45 PM). *Note.* Although our class is scheduled to take the final exam from 2:00 – 3:45 PM, you can take it any time on Wednesday, April 27<sup>th</sup>.

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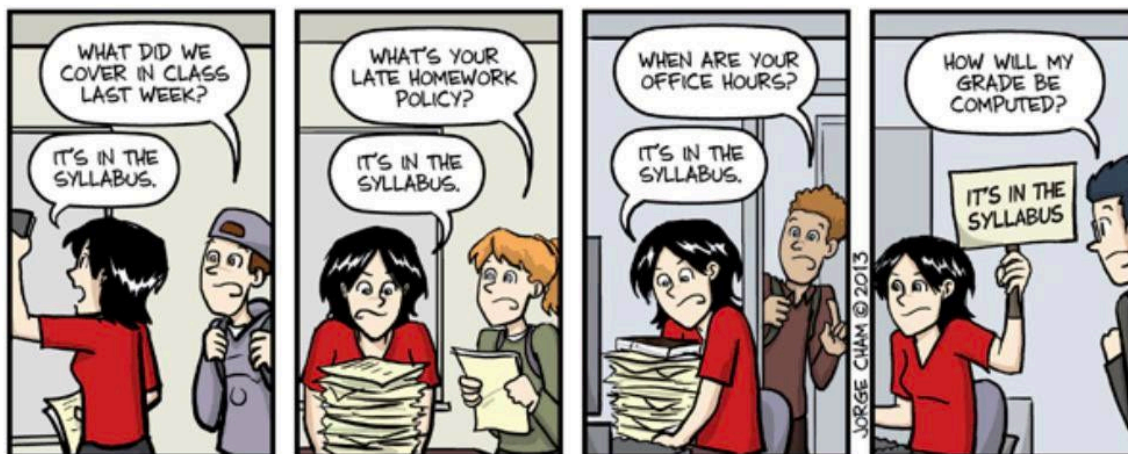
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