SYLLABUS: COMM 1100
COMMUNICATION IN SOCIETY
ONLINE SPRING 2023

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)   Stephen Hawking (1942 to 2018), theoretical physicist
By Storm Thorgerson

"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. 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 assistant

Name: Nina Freiberger
Email address: freiberger.12@buckeyemail.osu.edu
Office hours: Wednesday 2 to 3 PM via this link on CarmenZoom.

C-REP coordinator

Name: Kristina Medero
Email address: medero.2@buckeyemail.osu.edu

Course description and prerequisites

This course is 100% online. 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, exams, reading assignments, 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, exams, reading assignments, 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, exams, reading assignments, 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. All lectures are asynchronous. Closed captioning can be turned on by pressing on the "CC" button. Links to lectures for each week are on Carmen under "**Recorded lectures**."

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 lectures, and assignments. Some weeks contain supplemental materials (e.g., personality scales, videos, webpages).

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 16 reading assignments to be completed in SmartBook (1 for the tutorial "Navigating Connect Orientation Assignment" and 1 for each assigned chapter), which are worth 16% of your grade (1% each).

The textbook comes free with tech support:
• Phone: 800-331-5094
• Chat or Email: https://mhedu.force.com/CXG/s/ContactUs
• Available hours (EST):
  o Sunday: 12 PM to 12 AM
  o Monday to Thursday: 24 hours
  o Friday: 12 AM to 9 PM
  o 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 assistants 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 16 online reading assignments that are worth 16% of your grade (1% each) that come from the "Navigating Connect Orientation Assignment" plus 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. Online writing assignments close Friday night (1 minute before midnight). You cannot makeup 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:

- Both COMM 1100 and COMM 1101 require C-REP participation, and some students take both courses simultaneously. If you are enrolled only in COMM 1100, you only need 5 hours. If you are enrolled in both courses, you need 10 hours. 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.
- 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. Because the number of studies may be limited, it is wise to ask for alternative writing assignments early.
- **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. If you have any questions, please review those materials and this presentation. If you have a question not covered in the supporting materials, email her at

medero.2@osu.edu. Kristina Medero is the C-REP coordinator (not the instructor or the TA).

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*=16)	32 (2 points each)	16% (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)
TOTAL	**200**	**100%**

The following standard percentages will be used to assign grades:

A: 93-100%	B: 83-86%	C: 73-76%	D: 60-66%
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. No extra credit is offered in this course (other than 1% if at least 80% of students complete the SEI). 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.**

Grading curve: I do not use a grading curve. However, if the average total grade at the end of the semester is under 75%, I will add a bonus percentage to everyone's grade (e.g., if it is 73%, I will add 2% to everyone's grade).

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, Recorded lectures, and Assignments.
- **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**.

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. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit 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:**
  - Office hours for the instructor and teaching assistant will be held through CarmenZoom.
  - Help guides on the use of CarmenZoom can be found at https://resourcecenter.odee.osu.edu/carmenzoom
  - One study found 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**. For students under age 18, please have parents/guardians complete this consent form if they all you to use Proctorio, and return it to me. 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.
- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 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

OTHER COURSE POLICIES

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)
- *Ten Suggestions for Preserving Academic Integrity (*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 or by contacting the Ohio State Title IX Coordinator at 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 or email 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. 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. The Ohio State Wellness app is also a great resource available at 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; 614-292-3307; 098 Baker Hall, 113 W. 12th 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)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course schedule (tentative)

Week 1 (Monday, January 9th to Friday, January 13th)
<u>Topics</u>: *SCIENTIFIC THEORIES AND RESEARCH METHODS:* Ways of knowing; scientific method
<u>Learning outcomes</u>: Understand the different methods people use to know and understand what is true; understand the steps of the scientific method
<u>Readings</u>: Roes & Vohs (2012); Chapter 3
<u>PowerPoint slides and recorded lectures</u>: Lecture 1
<u>Assignments</u>: Navigating Connect Orientation reading assignment; Writing assignment 1

Week 2 (Monday, January 16th to Friday, January 20th)
Martin Luther King Day (Monday, January 16th): No classes, offices closed
<u>Topics</u>: *SCIENTIFIC THEORIES AND RESEARCH METHODS:* Scientific theories; research methodologies; measuring the magnitude of effects
<u>Learning outcomes</u>: Understand the nature of scientific theories; understand the different research methods scientists use to test hypotheses; understand how researchers measure the magnitude of effects
<u>Readings</u>: Falin (2013); Chapter 3
<u>PowerPoint slides and recorded lectures</u>: Lecture 1 (continued)
<u>Assignments</u>: Reading assignment Chapter 3; Writing assignment 2

Week 3 (Monday, January 23rd to Friday, January 27th)
<u>Topics</u>: *LEARNING THEORIES:* Classical conditioning theory; operant conditioning theory; social leaning theory
<u>Learning outcomes</u>: Understand classical conditioning theory and how stimuli can be associated together; understand operant conditioning theory and the role of reward and punishment on behavior; understand social learning theory and the influence of models on behavior;
<u>Readings</u>: Goldman (2012)
<u>PowerPoint slides and recorded lectures</u>: Lecture 2
<u>Assignments</u>: Writing assignment 3

Week 4 (Monday, January 30th to Friday, February 3rd)
<u>Topics</u>: *LEARNING THEORIES:* Social cognitive theory
<u>Learning outcomes</u>: Understand social cognitive theory and distinct cognitive capacities
<u>Readings</u>: None
<u>PowerPoint slides and recorded lectures</u>: Lecture 3
<u>Assignments</u>: Writing assignment 4

Week 5 (Monday, February 6th to Friday, February 10th)
<u>Topics</u>: *MORAL DISENGAGEMENT:* Disinhibitory devices
<u>Learning outcomes</u>: Understand eight disinhibitory devices people can use to justify their immoral behavior.

Readings: Bandura (1999)
PowerPoint slides and recorded lectures: Lecture 4
Assignments: Writing assignment 5; **EXAM 1**

Week 6 (Monday, February 13th to Friday, February 17th)
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), and **C** is for **C**ognition (self-concept or self-knowledge).
Readings: Chapter 5
PowerPoint slides and recorded lectures: Lecture 5
Assignments: Writing assignment 6

Week 7 (Monday, February 20th to Friday, February 24th)
Topics: *INTERPERSONAL COMMUNICATION***:** *Interpersonal Messages:* Expectancy violations theory
Learning outcomes: Understand proxemics; understand expectancy violations theory
Readings: Chapter 6
PowerPoint slides and recorded lectures: Lecture 6
Assignments: Reading assignment Chapter 5; Reading assignment Chapter 6; Writing assignment 7

Week 8 (Monday, February 27th to Friday, March 3rd)
Topics: *INTERPERSONAL COMMUNICATION: 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 and recorded lectures: Lecture 7; Lecture 8
Assignments: Reading assignment Chapter 8; Reading assignment Chapter 10; Writing assignment 8

Week 9 (Monday, March 6th to Friday, March 10th)
Topics: *INTERPERSONAL COMMUNICATION: 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 and recorded lectures: Lecture 9; Lecture 10
Assignments: Reading assignment Chapter 14; Writing assignment 9

Week 10 (Monday, March 13th to Friday, March 17th)
Spring Break

Week 11 (Monday, March 20th to Friday, March 24th)

Topics: *INTERPERSONAL COMMUNICATION: Influence:* 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 and recorded lectures: Lecture 11; Lecture 12
Assignments: Reading assignment Chapter 15; Reading assignment Chapter 16; Writing assignment 10; **EXAM 2**

Week 12 (Monday, March 27th to Friday, March 31st)
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 20; Karau & Wilhau (2020)
PowerPoint slides and recorded lectures: Lecture 13
Assignments: Reading assignment Chapter 20; Writing assignment 11

Week 13 (Monday, April 3rd to Friday, April 7th)
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 35; Chapter 36
PowerPoint slides and recorded lectures: Lectures 14; Lecture 15
Assignments: Reading assignment Chapter 35; Reading assignment Chapter 36; Writing assignment 12

Week 14 (Monday, April 10th to Friday, April 14th)
Topics: *MASS COMMUNICATION: Media Effects:* Agenda setting theory
CULTURAL CONTEXT: Intercultural Communication: Communication accommodation theory
Learning outcomes: Understand how the media can influence personal and public agendas*;* understand how people often adapt their communication styles to fit in
Readings: Chapter 37; Chapter 25
PowerPoint slides and recorded lectures: Lecture 16; Lecture 17
Assignments: Reading assignment Chapter 37; Reading assignment Chapter 25; Writing assignment 13

Week 15 (Monday, April 17th to Friday, April 21st)
Topics: *CULTURAL CONTEXT: Intercultural Communication:* Face negotiation theory; *Gender and Communication:* Muted group theory

Learning outcomes: Understand how people from individualistic and collectivistic cultures communicate differently; understand how women communicate in a man's world
Readings: Chapter 26; Chapter 30
PowerPoint slides and recorded lectures: Lecture 18; Lecture 19
Assignments: Reading assignment Chapter 26; Reading assignment Chapter 30; Writing assignment 14

Weeks 16-17: Final Examinations (Wednesday, April 26th to Tuesday, May 2nd)
Assignments: **EXAM 3** <mark>**(Wednesday, April 26th, 2:00 – 3:45 PM).** *Note.* **Although our class is scheduled from 2:00 – 3:45 PM, you can take it any time that day.**</mark>

References

Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality & Social Psychology Review, 3*(3), 193–209.

Falin, L. (2013, October 2). Correlation vs. causation. Everyday Einstein: Quick and Dirty Tips for Making Sense of Science. *Scientific American.* Retrieved from https://www.scientificamerican.com/article/correlation-vs-causation/

Goldman, J. G. (2012, January 11). What Is classical conditioning? (and why does it matter?). *Scientific American.* Retrieved from https://blogs.scientificamerican.com/thoughtful-animal/what-is-classical-conditioning-and-why-does-it-matter/

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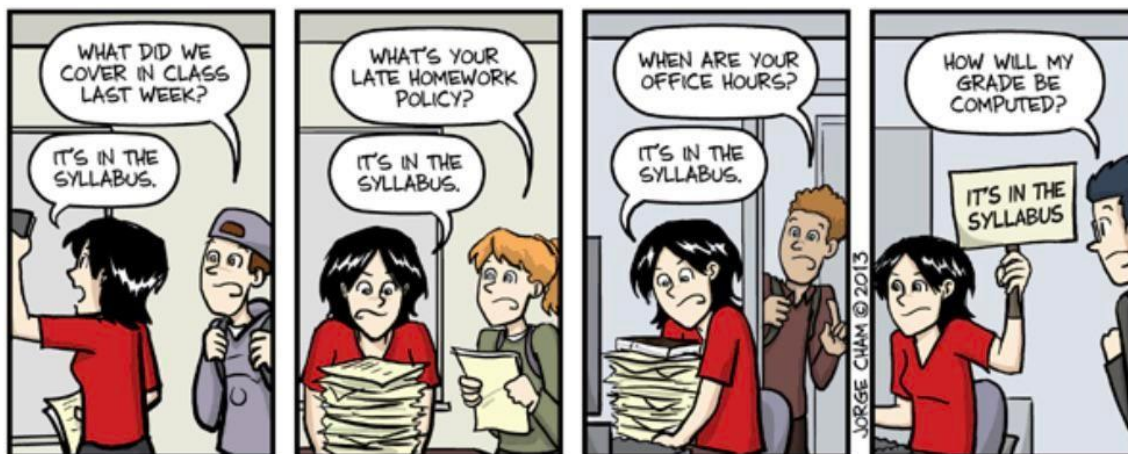
A professor hid a cash prize on campus. All students had to do was read the syllabus