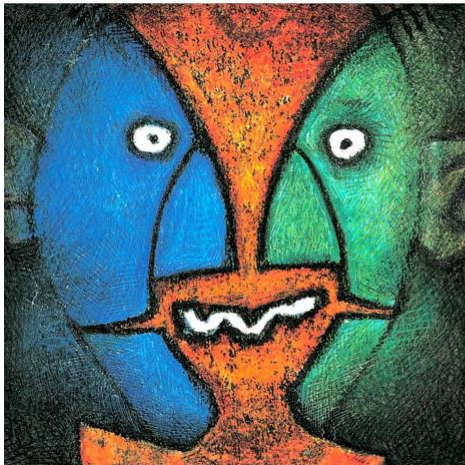


# SYLLABUS: “COMMUNICATION IN SOCIETY” (COMM 1100), ONLINE SPRING 2025

**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, *Division Bell* (1994) 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, *The Endless River* (2014) album

## Instructor

**Name:** Brad J. Bushman, Ph.D. (pronouns: he/him/his)

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

**Phone number:** +1 614-688-8779

**Office hours:** Mondays 8-11 AM via this [link](#) (no appointment needed). 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:** Samantha Flanagan (pronouns: she/her/hers)

**Email address:** [flanagan.229@osu.edu](mailto:flanagan.229@osu.edu)

## Communication Research Experience Program (C-REP) coordinator

**Name:** Jessica Ryu (pronouns: she/her/hers)

**Email address:** [ryu.205@osu.edu](mailto:ryu.205@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, and reading 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, and reading 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, and reading 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 “**Videotaped 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, videotaped lectures, and assignments. Some weeks contain supplemental materials (e.g., readings, personality scales, videos, webpages), which will give you a deeper understanding of the concepts. However, you will **not** be tested over supplemental materials.

## **Course materials**

The textbook for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as *CarmenBooks fee* on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

Unless you choose to opt-out of the program, you do **NOT** need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, [please visit the CarmenBooks website](#).

Griffin, E., Ledbetter, A., & Sparks, G. (2023). *A first look at communication theory* (11th ed). New York: McGraw-Hill.

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, which are worth 45% of your grade (3% each).

The textbook comes free with tech support. Visit the [Tech Online Support Center](#) or use the contact information below:

**Email & Live Chat:**

Sunday: 12:00 PM to 12:00 AM EST

Monday-Thursday: 24 hours EST

Friday: 12:00 AM to 9:00 PM ET

Saturday: 10:00 AM to 8:00 PM ET

**Phone:**

Sunday: 12:00 PM to 1:00 AM EST

Monday-Thursday: 8:00 AM to 1:00 AM EST

Friday: 8:00 AM to 9:00 PM ET

Saturday: 10:00 AM to 8:00 PM ET

**Phone:** [\(800\) 331-5094](tel:8003315094)

**Online:** [Submit a Support Request](#)

**Chat:** [Chat with a Representative](#)

## 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 four online exams that are worth 50% of your grade (12.5% each exam). Each exam has 19 questions and is worth 25 points (16 multiple-choice questions worth 1 point each and 3 short-answer questions worth 3 points each). **Over 80% of multiple-choice questions and 100% of short answer questions will come from lecture.** Exam 4 is the final exam for this course and is not comprehensive. All students are required to take Exam 4, including graduating seniors. All exams are closed book; no external materials are allowed when taking exams (e.g., Google translate, PowerPoint slides, notes, books, articles, computers, handheld devices, communicating with other students, etc.). You will have 90 minutes to complete each exam. Each exam will be open for 24 hours to accommodate possible conflicts and different time zones. However, the instructor will only be available to answer your questions on exam days between 9 AM and 5 PM. The exams will assess students' knowledge of the readings and lectures as well as their ability to apply their knowledge to related contexts. Exam answers are not revealed (because I reuse some questions), but you can review your answers with me during office hours. **No extensions are given for exams. You cannot make-up a missed exam. You cannot redo an exam for a higher score.**

**Online reading assignments:** There are 15 online reading assignments that are worth 45% of your grade (3% each) that come from the 15 assigned chapters from the textbook SmartBook assignments. Assignments close Sunday night (1 minute before midnight). **No extensions are given for reading assignments. You cannot make-up a missed reading assignment. You cannot redo a reading assignment for a higher score.** Please allow 24 hours for scores to be recorded in Carmen.

**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). 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 the credit goes 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 also wise to ask for alternative 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 the C-REP coordinator Jessica Ryu <[ryu.205@buckeyemail.osu.edu](mailto:ryu.205@buckeyemail.osu.edu)> (not the instructor).

**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 from my department chair 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 ( $N=4$ )	100 (25 points each)	50% (12.5% each)
Reading assignments ( $N=15$ )	90 (6 points each)	45% (3% each)
C-REP (5 hours)	10 (2 points per hour)	5% (1% per hour)
<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%
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.

## 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 (e.g., reading, note taking) to receive an average grade (i.e., "C"). [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, Videotaped lectures, and Assignments. Note that the PowerPoint slides contain only definitions of concepts rather than all the slides shown in videotaped lectures.<sup>1</sup>
- **Office hours:**  
I am available to help you to learn, understand, and grow as individuals. Office hours are digital via CarmenZoom Monday 8-11 AM via this [link](#) on CarmenZoom (no appointment needed).

## 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.

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<sup>1</sup> Sources are given at the bottom of slides

- 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 OneDrive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures.
- 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.

## 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 ([link](#)), which 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 [here](#).
  - **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 [here](#)
  - One study found that you can reduce your carbon footprint by 96% by turning your camera off during Zoom meetings.
- **Honorlock:** Honorlock, an online proctoring tool, will be used during this course. Honorlock offers you flexibility to take your exams at the time and in the location of your choosing during the exam's availability window. Honorlock is not used for quizzes in this class. No access code is needed for Honorlock. If you previously used Proctorio, please remove it.
  - **Technology requirements:** Students are **required** to have a webcam (USB or internal) with a microphone, allow for screen recording, and have a



strong and stable internet connection. (If your computer does not have a webcam and microphone, borrow one that does.)

- Testing environment: During the course of an exam, Honorlock 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 Honorlock use will be provided.
- Limitations: To use Honorlock you must be **over 18 years of age** or have the Online Course Recording Waiver on file. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.
- Academic integrity and academic misconduct: Please note that while Honorlock settings may flag suspected cheating during exams, these automatic measures do not constitute a determination of academic misconduct. Any suspicion of misconduct will be referred to the [Committee on Academic Misconduct](#) and evaluated through a fair and transparent process.
- Students may request an in-person proctoring alternative to Honorlock or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation.
- Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the [support page](#) or within the exam itself. Or you can also reach out to [carmen@osu.edu](mailto:carmen@osu.edu) or call 614-688-HELP and talk to the Carmen eLearning team.

### **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 here](#).

## 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 ([link](#)).

**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 see the Committee on Academic Misconduct web page ([link](#)).

### Student services and advising

University Student Services can be accessed through BuckeyeLink ([link](#)). Advising resources for students are available [here](#).

### 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](https://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](https://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.

## **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research

responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. Policy: **Religious Holidays, Holy Days and Observances**

## **Creating an environment free from harassment, discrimination, and sexual misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at **[equity.osu.edu](https://equity.osu.edu)**,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email **[equity@osu.edu](mailto:equity@osu.edu)**

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: (1) Any human resource professional (HRP); (2) Anyone who supervises faculty, staff, students, or volunteers; (3) Chair/director; and (4) Faculty member.

## 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](#).

## 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 ([link](#)). 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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available ([link](#)).

## 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 \(link\)](#)
- Streaming audio and video
- CarmenZoom accessibility ([link](#))
- Collaborative course tools

# Course schedule

## **Week 1 (Monday, January 6<sup>th</sup> to Friday, January 10<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: Chapter 3.

PowerPoint slides and recorded lectures: Lecture 1.

Assignments: Navigating Connect Orientation reading assignment.

## **Week 2 (Monday, January 13<sup>th</sup> to Friday, January 17<sup>th</sup>).**

Topics: *SCIENTIFIC THEORIES AND RESEARCH METHODS*: 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 and recorded lectures: Lecture 1 (continued).

Assignments: Reading assignment Chapter 3.

## **Week 3 (Monday, January 20<sup>th</sup> to Friday, January 24<sup>th</sup>).**

**Martin Luther King Day (Monday, January 20<sup>th</sup>): No classes, offices closed.**

Topics: *LEARNING THEORIES*: Classical conditioning theory; operant conditioning theory; social learning 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; understand social learning theory and the influence of models on behavior.

Readings: Goldman (2012).

PowerPoint slides and recorded lectures: Lecture 2

Assignments: **Honorlock practice exam; EXAM 1 using Honorlock.**

## **Week 4 (Monday, January 27<sup>th</sup> to Friday, January 31<sup>st</sup>).**

Topics: *LEARNING THEORIES*: Social cognitive theory.

Learning outcomes: Understand social cognitive theory and distinct cognitive capacities.

Readings: Social Cognitive Theory ([link](#)).

PowerPoint slides and recorded lectures: Lecture 3.

## **Week 5 (Monday, February 3<sup>rd</sup> to Friday, February 7<sup>th</sup>).**

Topics: *MORAL DISENGAGEMENT*: Disinhibitory devices.

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

Readings: Bandura (1999).

PowerPoint slides and recorded lectures: Lecture 4.

**Week 6 (Monday, February 10<sup>th</sup> to Friday, February 14<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), and **C** is for **C**ognition (self-concept or self-knowledge).

Readings: Chapter 5.

PowerPoint slides and recorded lectures: Lecture 5.

Assignments: Reading assignment Chapter 5.

**Week 7 (Monday, February 17<sup>th</sup> to Friday, February 21<sup>st</sup>).**

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 6; **EXAM 2 using Honorlock.**

**Week 8 (Monday, February 24<sup>th</sup> to Friday, February 28<sup>th</sup>).**

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.

**Week 9 (Monday, March 3<sup>rd</sup> to Friday, March 7<sup>th</sup>).**

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.

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

**Spring Break.**

**Week 11 (Monday, March 17<sup>th</sup> to Friday, March 21<sup>st</sup>).**

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.

**Week 12 (Monday, March 24<sup>th</sup> to Friday, March 28<sup>th</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 20.

PowerPoint slides and recorded lectures: Lecture 13.

Assignments: Reading assignment Chapter 20; **EXAM 3 using Honorlock.**

**Week 13 (Monday, March 31<sup>st</sup> to Friday, April 4<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 35; Chapter 36.

PowerPoint slides and recorded lectures: Lectures 14; Lecture 15.

Assignments: Reading assignment Chapter 35; Reading assignment Chapter 36.

**Week 14 (Monday, April 7<sup>th</sup> to Friday, April 11<sup>th</sup>).**

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.

**Week 15 (Monday, April 14<sup>th</sup> to Friday, April 18<sup>th</sup>).**

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.

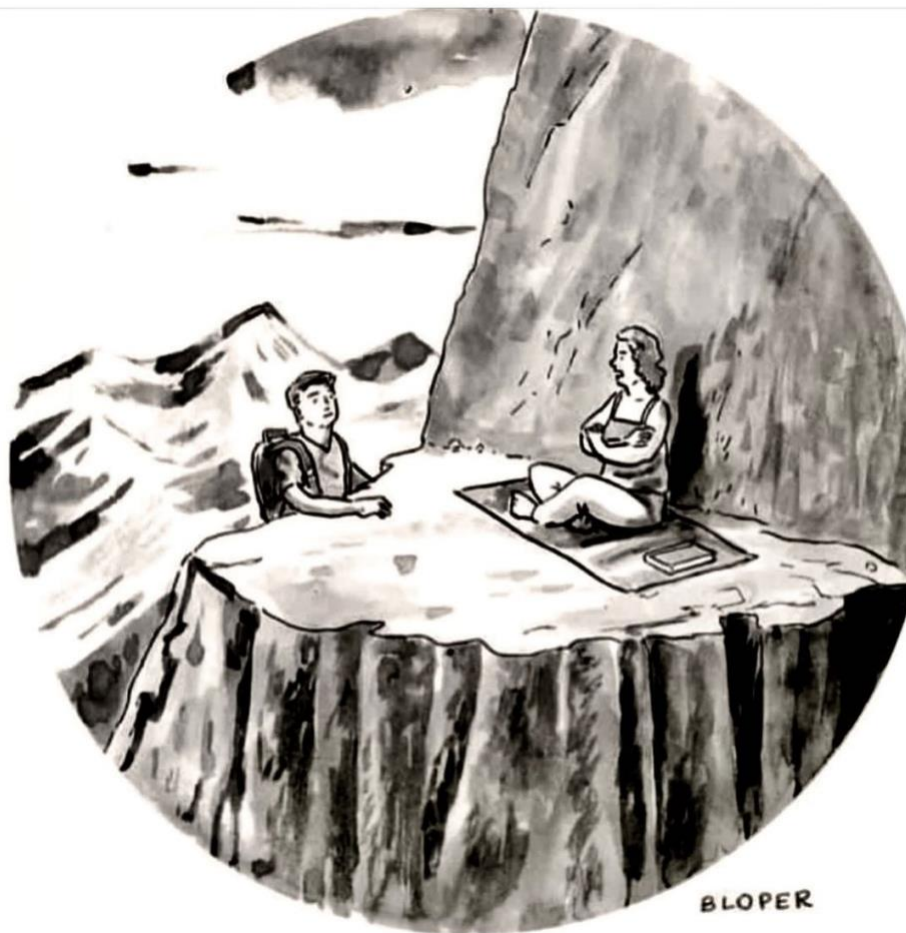
Assignments: Reading assignment Chapter 26; Reading assignment Chapter 30.

**Final Exam (Wednesday, April 23<sup>rd</sup>): EXAM 4 using Honorlock. Note. You can take Exam 4 any time April 23<sup>rd</sup> until 11:59 PM.**



### References

- Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, 3(3), 193–209.  
[https://doi.org/10.1207/s15327957pspr0303\\_3](https://doi.org/10.1207/s15327957pspr0303_3)
- 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/>



*"The answers you seek can be found in the syllabus."*