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The official description of this course is as follows:

> *An historical overview of the major theories and research that led to the development of the field of communication.*

This course is a combination of "history" and "theory" in that we will examine the history of the creation of the field of communication and the influence that this history has had on the dominant theories in the field today. Although the history of communication theory might go as far back as the ancient Greeks and the study of rhetoric, in this course we will focus on the development of the social scientific study of communication in (roughly) the first half of the 20th century – just prior to the institutionalization of communication study within Departments of Speech and Schools of Journalism.

Expected Learning Outcomes

A central component of the course will be making links between the history of the field and the theories addressed in COMM 6806, which is a prerequisite for the course. By the time you have completed this course:

- You will understand the intellectual genesis of the field of communication and its beginnings as an academic unit in universities.
- You will have experience reading and interpreting many of the seminal works that serve as the foundation of communication theory and research.
- You will learn how to trace the impact of a given historical work on the field of communication.
- You will discover the foundations of many modern areas of communication research.
- You will develop a better understanding of the current state of research in communication by understanding the ideas that underpin it.

Mode of Delivery

This course is officially categorized as being presented in-person. We may at times shift to synchronous, Zoom-based meetings if necessary for individual weeks during the semester (e.g., due to COVID, other health issues, or severe weather concerns). Consistent with OSU policy for in-person classes, these will not exceed 24% of class meetings. If and when we do meet via Carmen Zoom, I will expect us to meet synchronously during scheduled dates/times, and will require having video feeds on for all students (with virtual backgrounds on to protect your privacy if you wish). Any

exceptions to the expectation of keeping video on during class sessions should be discussed with me in advance. **To be clear, this course will <u>NOT</u> be run using what has been called the <u>hyflex model of instruction</u> with attendance simultaneously in person and in Zoom based on individual student preference. Each individual class session will be either in person (by default), or via Zoom (perhaps by necessity), but not both simultaneously.**

Course Requirements & Grading

The <u>textbook</u> for the course – Rogers' *A History of Communication Study: A Biographical Approach* (1994) published by The Free Press – is available new and used through Amazon.com or the OSU Bookstore.[1] In addition, I have compiled a number of readings from classic scholars and works that you will read. Those copies are available in electronic format via the course Canvas site.

The nature of a graduate seminar is to allow for group discussion and deliberation of issues raised in readings or by the professor or students. That is, the course does not take the traditional undergraduate lecture format. Instead, information is discussed and shared among seminar participants as part of the learning process. Given the nature of the graduate seminar, each student plays two important roles: one as learner, and one as teacher. Both of these roles are equally important for the success of the class. These two roles will be formalized in this course by having a student discussion leader for each class period (after the first few weeks). Discussion leading is described in more detail later in the syllabus.

<u>Regardless of whether we are meeting in person or via Zoom, this is a fully synchronous course in terms of class meetings. So, you should treat it as such – making sure your schedule will permit you to attend class for each scheduled session</u>.

The readings for the class are listed later in this syllabus. ***<u>I expect that everyone will read these articles and chapters prior to class and be prepared to discuss them</u>***. This is absolutely essential to this class (hence the underlining, boldfacing, and italicizing)! Some other classes have much longer reading lists. I have made the reading list for this class manageable enough that I can expect everyone to have read each reading for that week prior to our class meeting. Discussion leaders will be expected to read more deeply in the topic area they are discussing so that they may bring more to the table than the average student. This means searching off-syllabus for additional readings in the given area to supplement those assigned for the rest of the class. <u>I will explicitly ask discussion leaders to discuss readings beyond those required of other students</u>.

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[1] Those interested in additional sources on the history of communication might consider consulting Chaffee & Rogers' (1997) *The beginnings of communication study in America: A personal memoir by Wilbur Schramm* and Dennis & Wartella's (1996) *American communication research: The remembered history*.

Evaluations of student performance will be based on several criteria: in-class discussion leader duties, general in-class participation (on non-discussion leader days), two "modern outcomes" contributions to class discussion, a citation analysis, and the final paper. The weighting of these evaluation criteria will be the following:

1/27	Citation analysis		10%
???	Discussion leading (1x)		10%
???	Modern outcomes task (2x)		10%
	General in-class participation		20%
	Final paper:		
2/10	*Proposal	5%	
3/17	*Draft figure	5%	
3/31	*Draft paper	10%	
4/7	*Feedback	5%	
4/28	*Final paper	25%	
			<u>50%</u>
	Total:		100%

When letter grades are given for an assignment, they will be converted into the following numeric values for final grade calculation:
    A+, A, A- = 100, 95, 91
    B+, B, B- = 88, 85, 81
    C+, C, C- = 78, 75, 71
    D+, D, D- = 68, 65, 61
    E (F) = 0

I will use the standard OSU grade lettering scheme to convert numeric course grades back to a final course letter grade. Note that the OSU grade lettering scheme does not incorporate rounding. An "A+" grade on a given assignment would mean a flawless (or nearly so) product or performance, so standards for that are really high. "A" grades are much more likely.

<u>Discussion Leading</u>
Each student will sign up to serve as a discussion leader for one class period during the course of the semester. I will ask students to rank the available dates and I will assign them to maximize the number of students getting topics ranked high on their lists. In addition to reading the required readings, discussion leaders will read (and discuss) a mix of additional histories, work on the topic from the same era, and subsequent work from the modern era. To do so they must seek out this additional relevant material. In order to structure the discussion in the class, discussion leaders should develop a number of questions – and for themselves, the answers to those questions – that will serve as the fodder for class discussion. Questions are likely to pertain to some combination of the method, form, content, or connections to current research (e.g., COMM 6806 content) and work covered in previous weeks of COMM 6807. <u>Discussion leaders should distribute their questions via email at least 24 hours before class so that students can think about them in advance</u>. In addition to these questions, discussion

leaders should include in the mailing the list of additional readings they did (for reference), and a brief description (a couple of sentences each) of the reason why each additional reading might be of value for students in the class. And, of course, discussion leaders will play the primary role in moderating class discussion (supplemented by me).

Discussion leaders will be evaluated based on: (1) the quality of their questions; (2) the apparent depth of their reading, both of assigned and additional readings; and (3) their performance in leading the discussion. <u>Discussion leading will be worth 10% of the course grade and will be given as a letter grade.</u>

<u>General In-Class Participation</u>
Just as discussion leaders will be evaluated on their preparation and development of questions for the class, students <u>not</u> serving as a discussion leader for a given class will be evaluated on their participation and ability to **intelligently** discuss the assigned readings. **The first, minimum component of this is class attendance**. I do expect students to attend <u>all</u> class sessions unless <u>serious</u> circumstances make it impossible, in which case I will expect documentation for the absence in order to avoid it impacting your participation grade. Beyond attendance, ALL students will be expected to participate fully in the seminar by both asking questions and answering them during **each and every class period**. While a reasonable <u>quantity</u> of verbal participation is a necessary condition for a positive evaluation, it is not sufficient. The <u>quality</u> of questions and answers will be considered when evaluating student participation and quality will be judged by how informed the questions are by the assigned readings and quality thinking. High quantity with low quality will be considered equivalent to not participating at all; it is essentially a distraction.

Since we are in class for approximately 37 hours this semester, and since suitable participation requires extensive reading and preparation in advance, I seriously evaluate class participation and weight it accordingly. <u>In-class participation will be worth 20% of the course grade and will be derived numerically based on a percentage of the maximum possible score across all class meetings in which values for a given class period will be zero, one, or two, with two indicating meeting expectations for a graduate seminar (full and meaningful contribution during a 3-hour class) and zero indicating non-attendance or little to no participation during the class.</u>

<u>Citation Analysis</u>
For this assignment you will select a prominent book or (preferably) journal article <u>published between 1900 and 1950</u> that is not part of the assigned readings for this course. You should select this work based on your understanding of its impact on scholarship later published in the field of <u>communication</u> that interests you. (Don't select an article that has not had at least <u>some modest impact</u> on modern research in <u>communication</u>!) How might you find such an article? You could begin by looking at the reference lists of articles you read in COMM 6806, or the reference lists of articles that you have found interesting or important in your own work (maybe from papers you've written in the past or your MA thesis?). Or, maybe you have read some old articles in the past and want to see what their impact has been in communication. But, <u>don't use</u>

<u>any articles assigned for reading in this class</u>. You'll have a chance to do that twice for a different assignment.

Next, you will then use the Web of Science (WoS) to identify the impact of this work through citation analysis. You will also skim (skim!) some current communication literature that cites this work, and discuss how this article/book is being used. However, the emphasis of this assessment is demonstrating your ability to use WoS to trace the impact of the original work on subsequent work in communication. You will write a brief paper (~5 pages of text plus accompanying tables/figures or output) describing your findings. The paper should address the following: (1) Briefly, what can you tell me about the author of this piece? A brief biography of a paragraph or less regarding the author(s)' academic family tree and positions (What fields? What countries? What universities?) is useful but not absolutely necessary. (2) What was the citation impact of this work overall, <u>and</u> within communication itself? In what other fields has this work had impact? In what field has the primary impact been? (3) What over time trends in impact – in general <u>and</u> within communication itself – can you identify? Does there appear to be a time when this piece "took off"? Or when scholars stopped citing it? (4) What is the secondary impact of the piece? That is, what is the citation impact of the work that directly cites this piece (again, overall and separately for communication)? (5) What were some of the most impactful pieces in communication that cited this work? Might those citations have affected the over-time trend in citation? (6) Based on your *skimming* of three or four modern communication studies that cite this piece, what aspects of the original work are being highlighted in the modern research? Is there a great quote that keeps being repeated? A key concept being used? An important theoretical argument driving modern work? An innovative method? Or is it just a gratuitous "I read old stuff" cite to open the modern paper? Give a few examples.

We will discuss the technicalities of doing a citation analysis on the first day of class so that you have a full understanding of how this will work. I will also post a video on Canvas showing how to use WoS. This assignment is worth 5% of your course grade and will be evaluated using a letter grade. <u>It should be written in APA format (12-point Times New Roman font, 1" margins, [APA reference style](#)), and is due to be uploaded to Canvas in PDF format by the beginning of class on **January 27th**</u>. Carmen will not accept late paper submissions, and I will deduct one full letter grade at the start of each 24-hour late period. I encourage all students to briefly discuss their selected article/book, and preliminary findings, with me <u>at least one week prior to the paper deadline</u> to avoid any obviously problematic choices.

<u>Modern Outcomes Papers</u>
Now that you have the skills from the citation analysis, you will apply these skills in a shorter format two additional times during the semester on pre-selected dates for which you are NOT discussion leader. (I will assign those dates based on information you provide me for selection of discussion leader dates, with the goal of spreading out these papers so hopefully each week has one.) On each of those two days, you will select either an assigned reading, or a different reading by one of the authors of an assigned reading, or an important work mentioned in Rogers that week (all papers published prior

to 1950), and identify that paper's impact on modern communication scholarship (defined as roughly the 21st century). If there are any weeks for which more than one student will be doing this assignment, you should negotiate between you what original source you'll select, and definitely confirm with me in advance so I can make sure that there are no overlaps in original sources.

For the paper, you'll address some of the following questions: (1) What areas of communication study are citing this work (based on a citation analysis)? (2) Within those areas, how is it being used, or what aspect of it is being used, in modern scholarship? This second component will require you to move beyond just simply counting cites from WoS, but also reading some abstracts of modern work that cite the early paper, and then reading or at least skimming some of those modern papers to understand how the early work is being used. You will then write up what you've found – clearly indicting the original work and how it was selected if it was not an assigned reading for the week – including a precise discussion of its 21st century citation impact in communication and a more theoretical discussion of how what aspects of communication cite it and how it is being used. This paper is likely to take about 2-3 pages to write effectively, and it should be in [APA (including reference style) format](#), 12-point Times New Roman font with 1" margins. It is due for submission to Carmen by the start of the class period in which we discuss the original reading. I will also expect you to take five minutes or so at some relevant point in class to share your findings with the rest of the class. Each of these two papers are worth 5% of your course grade, for a total of 10% combined.

Seminar Paper
Each student will begin with ideas in the modern communication literature that interest them, then write a seminar paper detailing how those modern ideas can ultimately be traced back to work done in the period of 1900 to 1950. In short, this paper is about discovering the "foundations" of modern research, and will require you following a path through history over the course of roughly 100 years of theory and research.

Let's begin with defining the starting point for this paper, which I said is "the modern communication literature." Specifically, the modern ideas should be appearing largely in journals within the field of communication (see WoS for a list of ["communication" journals](#)), so that you can report the impact of historical work prior to the formation of the field of communication (i.e., not in communication) on current work that is being done in communication by communication scholars. If you find the modern area of research you want to trace backwards is largely not being published in communication, but rather in some other field, then you should pick a different area of research. What counts as "modern?" I'd say the starting literature should be taking place over the past 15 years or so, so 2010 to present.

Once you've selected your starting point in the modern literature, The best way to identify the historical genesis of a theory or area of research is to follow the citation trail backwards from current communication articles in your area of interest. So, you are likely to find the skills you developed doing the Citation Analysis and Modern Outcomes

assignments particularly useful, although applied in the reverse order since now you'll be looking backwards down the citation trail as opposed to forwards. Also, keep in mind that the Seminar Paper will be larger in scope and, although it may benefit from the use of citation analysis, the writing will be primarily based on the *conceptual impact* of prior work derived from a close reading of the literature and observing what key works are regularly cited in it. In short, in the Seminar Paper actual citation is a necessary but in no way sufficient condition for a prior work to have influenced a later work in a meaningful theoretical manner. You might find that in some cases there is a citational disconnect between current and classic work – that is, the historical line backwards, as reflected in citations may break at some point because egotistical authors act as if they are the first to come up with an idea that is already widely circulating. In such a (somewhat rare) case, you should work to make the connections back to the history that was not made by the modern authors. To be clear, the ultimate "foundational ideas" from pre-1950 may or may not have been covered directly in this course. You can't know that in advance, so you can't select for an "ending" in literature we cover here. But that doesn't matter; you should follow the path wherever it takes you!

The seminar paper will be completed in three steps: (1) an initial topic proposal worth 5%; (2) a draft submission of your summary figure worth 5%; (3) a full draft submission of the paper, for which feedback will be provided by myself and your classmates, worth 10%; (3) your feedback on the drafts of your fellow students, worth 5%; and (4) the final paper, worth 25%. Each is described below.

The initial topic proposal is due by the <u>start of class on **February 3rd** and is worth 5% of your course grade</u>. You should be working on the ideas behind your topic proposal during the weeks preceding the due date. The proposal document should answer the following questions clearly and succinctly, with the following questions as section headings: (1) What modern theory or body of empirical research will be the focus of our paper? Here you need to set clear boundaries by explaining the domain of focus. (2) How is this theory or body of research situated within communication science; that is, explain how this is a topic that is embedded in communication (as opposed to psychology or political science or sociology or linguistics) and <u>currently</u> being studied. Be clear by describing the key works (in communication from 2010 to present) that collectively identify your topic area. (3) What is your *initial sense* of where the paper will lead you; that is, what is your best *guess* at this stage about where the origins of these ideas lie? I'm really just looking for an educated guess here – no research required to answer this at the present stage. This document should take roughly two double-spaced pages. Please note I may request that you submit a revision or an alternative proposal if I think your first proposal simply won't work well for this assignment, or is sufficiently ambiguous that I want you to do further thinking or clarification.

Following approval of the proposal, there will be two "drafts" due. First, a visual representation of your paper, in the form of various citation paths, is <u>due to be submitted to Carmen on **March 17th** and is worth 5% of your course grade</u>. To produce this, you'll have had to do most of your reading and thinking, but you can hold off on most of the writing until the next draft due two weeks later. There is a "prototype" of this figure on

Carmen, showing the basic structure of what I'm looking for. The purpose of this draft is to demonstrate you've done the reading necessary to meet the assignment expectations, and that you can piece it all together. I can identify gaps or additional reading while there is still time for you to continue your exploration. So, making this figure is really easy from a technical standpoint, but doing all the work to make a viable figure will really take a solid month or more of work. I will do my best to get feedback on your figure within 48 hours of the deadline, but if you want to submit early (before the deadline) so you can start writing sooner I'm happy to review it early – just let me know.

Next, the "full" draft submission is due to be submitted to Carmen prior to class on **March 31st** and is worth 15% of your course grade. This should be your best effort for the paper, which should take about 15 pages of text (excluding title page, figures, or references) to convey the ideas summarized in your visualization effectively. It should be in APA (including reference style) format, 12-point Times New Roman font with 1" margins. The draft papers will be worth 10% of our course grade. The goal is to concretize your explanation initially provided in the visualization so that your classmates and I can identify limitations in your logic that you can improve upon in the final paper. As such, I hope that any lower grades on this assignment can be "fixed" on the final submission. There is an "exemplar" of what the final paper should look like, and how it could be structured, available on Carmen that I encourage you to read to get a sense of what I'm looking for. Key here is making sure that you are clearly structuring your paper so that your reader can follow it – generally tracing lines backward, using clear headings, and making explicit your claims of influence.

Peer review is everywhere in the social (and other) sciences, and we'll use it here too. Your draft submission will be read by each of your classmates (as well as myself) in the week following its submission. Students will then be expected to provide feedback on each of their classmates' papers in written format – roughly one page should suffice, submitted via Carmen – which will be due prior to class on **April 7th** and is worth 5% of your course grade. (Don't worry, there is no other assigned reading for that week!) Together we will discuss each of the papers and the feedback one-by-one in class on that date. It is my hope that students will receive valuable feedback from their classmates, see different strategies for writing to discern what seems to work and what doesn't, and that everyone will also learn about the content areas in which their classmates have written. Moreover, you might realize that a strategy that you used, when viewed from the perspective of a reader on a classmate's paper, doesn't work as well as you'd wish. Or, you may learn an effective strategy you hadn't considered by reading a classmate's paper.

The final paper – again, most students need about 15 pages of text (excluding title page, figures, or references) to convey the ideas effectively – is due by 8:00am on **April 28th** and is worth 25% of your course grade. It should be in APA (including reference style) format, 12-point Times New Roman font with 1" margins. The final paper should be responsive to the feedback you received from me throughout the semester at the various stages of the project, but especially the feedback on the draft paper. I will be looking specifically to see that suggested input has been addressed in the final paper.

My hope, then, is that everyone should be able to do very well on the final submission. Beyond the formal structured feedback to the stages of the assignment, I encourage all students to solicit feedback from me outside of class time. Getting feedback sooner rather than later is wise. Don't wait until the last minute for feedback from me!

All relevant documents should be submitted to Canvas in PDF format. Just like online conference submissions systems, Carmen will not accept late paper submissions (even one minute late) at any of the stages of this paper assignment. I will deduct one full letter grade at the start of each 24-hour late period; no technology excuses for late papers will be accepted. In short, don't push it until the last minute to submit your work.

Office Hours

I will hold office hours by appointment (either in person or via Zoom, depending on mutual preferences) during which I encourage you to discuss course-related matters, particularly as they relate to the two papers for the course and discussion leading.

Please do take advantage of this resource to ask questions or clarification, seek additional information, and so forth. It is my job to make sure that you have every opportunity to learn the course material, and I will make every effort to do so. But, it is also incumbent upon you to seek help when you think you need it, and to not delay in seeking that help until the last minute (especially with regard to papers and discussion leading), when it may be too late.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course:

- I strive to provide feedback on assignments in **7 days**. If feedback will take longer for a given assignment, I will let you know.
- I will reply to e-mails within **24 hours on school days**. I will normally reply to emails during normal working hours. Please contact me directly at eveland.6@osu.edu for the fastest response. If for some reason I don't reply within 24 hours, don't hesitate to resend, I won't be offended!

Discussion and Communication Guidelines

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations with people who are present with you, engaging in emailing/chats during class, walking around or having other visual distractions in your background); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus / classroom.

This is not an exhaustive list of behaviors; rather, they represent the minimum standards that help make the classroom a productive place for all concerned. If you cannot maintain these standards, you WILL be removed from the classroom so that others have the opportunity to learn unimpeded. I encourage students to express their views in a civil manner, and to debate and critique one another's arguments in a civil manner with reference to reasoning and evidence.

When completing assignments and referencing the textbook or other course materials, please use APA style. For online sources, be sure to include a link.

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/carmenzoom/getting-started-carmenzoom
- Self-Service and Chat support: http://ocio.osu.edu/selfservice
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

This 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. You may also look here: Carmen accessibility

Carmen Zoom
There is a chance that at some point we will meet for our regularly scheduled class period via Carmen Zoom. I will also hold one-on-one meetings with students ("office hours") using this tool if that works better for us than in person office hours. To learn how to use Zoom, start here.

Necessary computer equipment and software
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection. (Chromebooks also do not support virtual backgrounds at the time of the writing of this syllabus.)
- Web cam and microphone.

- Word processor with the ability to save files as .pdf. Most popular word processing software programs including Microsoft Word, Mac Pages, and even Google Docs have these abilities. You will also need to use Powerpoint or related presentation software later in the semester. OSU students have access to Microsoft Office products <u>free of charge</u>. To install, please visit here.

Other Course Policies

Copyright Disclaimer

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. <u>This especially includes videos of online Zoom meetings and class lectures</u>, **<u>which absolutely must not be shared outside of the Carmen system</u>**.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: **https://odi.osu.edu/** or **https://cbsc.osu.edu**)

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Student Illness or Absence

If you are <u>too ill to participate</u> in this course due to COVID-19 or another illness, or a <u>true emergency</u> arises, please contact the instructor as soon as you are able. It is the student's responsibility to 1) inform the instructor <u>PRIOR</u> to the class or assignment due time; and 2) provide the instructor with written documentation consistent with OSU

policy (e.g., complete the form at this link: Explanatory Statement for Absence from Class). Please keep in mind that any falsification of the information on this form is considered academic misconduct.

Instructor Illness or Absence

If the instructor is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic Integrity

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct: Section A of OSU's Code of Student Conduct.

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules (Faculty Rule 3335-5-487) to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course or even suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or COAM.

For this course, here are a few specific highlights to keep in mind:

- Your written assignments should be your own original work. Know the rules for plagiarism! In formal assignments you should cite the ideas and words of your research sources. You alone are responsible for your work; no one else should write, revise or rewrite your work.
- In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- All research you will conduct in this course is intended to be a learning experience. You should never feel tempted to make your results or your library research look more successful than it was.
- Given the learning goals of this class, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT or Gemini or Apple Intelligence is not

permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's policy and Code of Student Conduct because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

Mental Health

*As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline**.*

Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](), managed by Student Life Disability Services. 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: [mailto:slds@osu.edu](); 614-292-3307; [slds.osu.edu](); 098 Baker Hall, 113 W. 12th Avenue.

COURSE OUTLINE: TOPICS, READINGS, AND IMPORTANT DATES

DATE	TOPIC	READING	DISCUSSION LEADER
1/6	Course Introduction	Rogers, Ch. 1 & 12	Chip
1/13	Establishment of Communication Study	Delia (1987); (we will also discuss Rogers Ch. 1 & 12)	Chip
1/20	**MLK Day – no class**	Work on citation analysis and paper proposal	
1/27	Chicago School: Overview ***Citation analysis due**	Rogers, Ch. 5; Cortese (1995)	Chip
2/3	Chicago School: Foundations ***Paper proposal due**	Cooley (1902); Cooley (1909); Dewey (1916); Mead (1934)	Chip
2/10	Chicago School – Early Research on Movies	Phelan (1919); Blumer (1933); Charters (1933)	
2/17	Chicago School: Early Mass & Interpersonal Applications	Park (1923); Blumer (1948); Janowitz (1951); Lang & Lang (1953)	
2/24	Opinion & Stereotypes	Rogers, Ch. 6; Lippmann (1922); Lasswell (1935); Berelson (1949)	
3/3	Columbia School: Overview	Rogers, Ch. 7; Morrison (1978); Summers (2006)	Chip
3/10	**Spring Break – no class**		
3/17	Columbia School: Early Radio Research ***Paper figure due**	Cantril & Allport (1935); Cantril (1940); Herzog (1944)	
3/24	Columbia School: Selection & Influence	Lazarsfeld et al. (1944); Katz & Lazarsfeld (1955)	
3/31	Group Dynamics & Persuasion ***Paper drafts due**	Rogers, Ch. 8 & 9; Lewin (1947); Hovland et al. (1953)	
4/7	Discussion of paper drafts ***Paper feedback due**	Read your classmates' paper drafts	
4/14	Communication Systems & Models	Rogers, Ch. 10 & 11; Weaver (1949)	
4/21	Integration & Wrap Up	Review: Rogers, Ch. 1 & 12; Delia (1987)	Chip
4/28 @ 8:00am	***Seminar Paper Due**		

Bibliography (by Week)

Establishment of Communication Study

Rogers, Ch. 1 & 12, pp. 1-29, 445-495

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Chicago School: Overview

Rogers, Ch. 5, pp. 137-202

Cortese, A. J. (1995). The rise, hegemony, and decline of the Chicago School of Sociology, 1892-1945. *Social Science Journal, 32*, 235-254.

Chicago School: Foundations

Cooley, C. H. (1902). *Human nature and the social order* (pp. 168-210). New Brunswick, NJ: Transaction Books.

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Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education* (pp. 1-9). New York: Free Press.

Mead, G. H. (1934). *Mind, self, & society* (~~pp. 68-75~~; 135-144; 173-178; 253-260). Chicago: University of Chicago Press.

Chicago School: Early Research on Movies

Phelan, J. J. (1919). *Motion pictures as a phase of commercialized amusement* (pp. 107-122). Toledo, OH: Little Book Press.

Blumer, H. (1933). *Movies and conduct* (pp. 13-50). New York: Macmillan.

Charters, W. W. (1933). *Motion pictures and youth: A summary* (pp. 1-63). New York: Macmillan.

Chicago School: Early Mass & Interpersonal Applications

Park, R. E. (1923). The natural history of the newspaper. *American Journal of Sociology, 29*, 273-289.

Blumer, H. (1948). Public opinion and public opinion polling. *American Sociological Review, 13*, 542-549.

Janowitz, M. (1951). The imagery of the urban community press. *Public Opinion Quarterly, 15*, 519-531.

Lang, K., & Lang, G. E. (1953). The unique perspective of television and its effect: A pilot study. *American Sociological Review, 18*, 3-12.

Opinion & Stereotypes

Rogers, Ch. 6, pp. 203-243

Lippmann, W. (1922). *Public opinion* (pp. 1-22; 59-70; 256-276). New York: Penguin Books.

Berelson, B. (1949). Communications and public opinion. In W. Schramm (Ed.), *Mass communications* (pp. 496-512). Urbana, IL: University of Illinois Press.

Lasswell, H. D. (1935). The person: Subject and object of propaganda. *Annals of the American Academy of Social and Political Science, 179*, 187-193.

Columbia School: Overview

Rogers, Ch. 7, pp. 244-315

Morrison, D. E. (1978). Kultur vs. culture: The case of Theodor W Adorno and Paul F. Lazarsfeld. *Social Research, 45*, 331-355.

Summers, J. H. (2006). Perpetual revelations: C. Wright Mills and Paul Lazarsfeld. *Annals, AAPSS, 608*, 25-40.

Columbia School: Early Radio Research

Cantril, H., & Allport, G. W. (1935). *The psychology of radio* (pp. 19-35). New York: Harper & Brothers.

Cantril, H. (1940). *The invasion from Mars: A study in the psychology of panic* (pp. 47-84). New York: Harper & Row.

Herzog, H. (1944). What do we really know about daytime serial listeners? In P. Lazarsfeld & F. Stanton (Eds.), *Radio research, 1942-1943* (pp. 3-33). New York: Duel, Sloan, & Pierce.

Columbia School: Selection & Influence

Lazarsfeld, P. F., Berelson, B., & Gaudet, H. (1944). *The people's choice: How the voter makes up his mind in a presidential campaign* (pp. 1-9; 73-104). New York: Columbia University Press.

Katz, E., & Lazarsfeld, P. F. (1955). *Personal influence: The part played by people in the flow of mass communications* (pp. 271-295, 309-320). Glencoe, IL: Free Press.

Group Dynamics & Persuasion

Rogers, Ch. 8 & 9, pp. 316-385

Lewin, K. (1947). Frontiers in group dynamics II: Channels of group life; social planning and action research. *Human Relations, 1*, 143-153.

Hovland, C. I., Janis, I. L., & Kelley, H. H. (1953). *Communication and persuasion: Psychological studies of opinion change* (pp. 1-18). New Haven, CT: Yale University Press.

Communication Systems & Models

Rogers, Ch. 10 & 11, pp. 386-443

Weaver (1949). The mathematics of communication. *Scientific American, 181*(1), 11-15.