

COMM 3331

COMMUNICATION & DECISION MAKING

Autumn 2025 (Distance Learning)

Faculty Instructor:

Professor Joyce Wang, Ph.D. [wang.1243@osu.edu]

Office hours: Wednesdays 1:00-2:00pm, or email me to make an appointment [[Zoom Link](#)] Meeting ID: 952 5555 4976; Password: 979202;

<https://osu.zoom.us/j/95255554976?pwd=qrI9ONWkalZAavqqjZ77bolhzhzGh.1>

Graduate Student Instructor:

Ellie Ji [ji.620@osu.edu], Master Student, School of Communication

Office hours: Mondays 2:00-4:00pm [[Zoom link](#)]

<https://osu.zoom.us/j/95982955614?pwd=qU44Epavw5AX9Q50Jrg1dea2jVJkP3.1>

Course Description

This course examines communication and decision-making as a process. It explores individual and interpersonal decision-making, bargaining and negotiation, and communication and decision-making in groups or organizations. The course considers both descriptive and prescriptive models in these contexts.

The central goal of the class is for students to develop a richer understanding of what decision-making entails, and to gain awareness of how social scientists conduct research studies on decision-making. By the end of the course, students should have a more advanced toolkit for employing a variety of decision-making strategies and for evaluating the soundness of different decisions.

Course Learning Outcomes

- Students will understand what constitutes a decision and understand the psychological factors that influence decision-making.
- Students will describe and implement basic decision-making methods.
- Students will learn to critically analyze and evaluate decisions before, during, and after making them.
- Students will comprehend how communication can help avoid common pitfalls in individual and group decision-making.

How This Online Course Works

Mode of delivery

This course is 100% asynchronous and is delivered online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

Each week, a new module will become available (on Sunday) on the course Carmen site that contains all of the online requirements associated with the coming week. Each module will include materials (e.g., recorded lectures, reading materials, videos) pertaining to key course concepts, as well as instructions for completing the weekly readings and activities due that week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Please see the schedule table at the end of the syllabus for detail.

Credit hours and work expectations

This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), 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 average.

Attendance and participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- Participating in online activities: **AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with us as soon as possible.
- Student hours and live sessions: **OPTIONAL**
All live, scheduled events for the course, including student hours, are optional.
- Participating in discussion forums: **4+ TIMES MOST WEEKS**
As part of your participation, most weeks you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Course materials

There is no required textbook for this course. All reading materials will be provided on Carmen.

Course Technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac or PC with high-speed internet connection
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen.

Grading and Assignments

Grading

This class has 1000 possible points, which are distributed as follows:

Discussion Forum Posts (x10)	200 points (20 points each)
Online Quizzes (x4)	200 points (50 points each)
Knowledge Checks (x5)	100 points (20 points each)
Reflection Papers (x3)	180 points (60 points each)
Midterm Exam	160 points
Final Exam	160 points
Extra Credit Opportunities	To be announced

Assignments

- **Discussion Forum Posts (20 points x 10).** This is the only **group-based** assignment. Most weeks you will be expected to take part in class discussions within your assigned groups.
 - Starting from Week 2, you will be expected to submit **one original discussion post by Wednesday at 11:59pm EST** of the assigned week and to submit **three response posts by Friday at 11:59pm EST** of the assigned week. In Week 1, the due dates are moved to Thursday and Saturday correspondingly.
 - Prompts for discussion posts will be provided. You are expected to address all components of the prompt, which will be highlighted in the rubric that accompanies each discussion post assignment.
 - Original discussion posts should be around **150 words** in length, and response posts should be around **100 words** in length.
 - A high-quality discussion post (and response) should demonstrate (1) understanding of the course concepts and materials, (2) independent thought regarding the concepts and material, and (3) thoughtful engagement with the work of at least two other students in the class.
 - Discussion groups will be shuffled halfway through the semester.
 - Note: There are actually 11 discussion opportunities throughout the semester. **Your lowest discussion grade will be dropped.** That is, only your 10 best scores count towards your grade.
- **Online Quizzes (50 points x 4).** Four quizzes will be administered on Carmen. The quizzes are designed to assess your understanding of the course materials (i.e., module materials, video lectures, assigned readings).
 - All quizzes are announced and available on your weekly schedule. Specific due dates are listed in the course calendar.
 - The quizzes cannot be made up.
 - Quizzes will open at the beginning of the week and are **due Sundays at 11:59pm EST**.
 - Quizzes will be open book/notes and cover material from the readings, module content, and video lectures.
 - The quizzes are non-cumulative and the quiz description in Carmen will state which material each quiz covers.
 - **Students will only have one 45-minute (or 60-minute) attempt to complete each quiz.** We do not allow group work on the quizzes and doing so constitutes academic misconduct. Please prepare well and do not wait until the last minute to start a quiz, as

technological issues can occur (see technology policy below for more details).

- **Quizzes will progress one question at a time** (i.e., you cannot go back to change your answers).
- **Knowledge Checks (20 points x 5).** Throughout the semester, there will be opportunities to test your knowledge of the material in low-stakes situations.
 - Knowledge checks will be graded in a quiz-like format, but you will be able to take the quiz up to 5 times.
 - The goal here is to identify gaps in your knowledge so you know what to correct or review.
 - Knowledge checks will open at the beginning of the week and are **due Sundays at 11:59pm EST**.
 - The knowledge checks will be open book/notes and cover material from the readings, module content, and video lectures.
 - The knowledge checks are non-cumulative and the knowledge check description in Carmen will state which material each knowledge check covers.
 - Note: There are actually 6 knowledge checks throughout the semester. **Your lowest knowledge check grade will be dropped.** That is, only your 5 best scores count towards your grade.
- **Reflection Papers (60 points x 3).** There will be three reflection assignments over the course of the semester.
 - Reflection papers are available on the weekly schedule. Specific due dates are listed in the course calendar.
 - Reflection papers will open at the beginning of the week and will be **due Fridays at 11:59pm EST**.
 - Reflection papers will be 400-600 words formatted using APA style (i.e., double-spaced, 12-point Times New Roman font, 1-inch margins) and citations for outside references (either 6th or 7th APA style citations are fine).
 - A complete rubric and description for each reflection paper will be provided on Carmen when the paper is assigned.
 - A high-quality submission will briefly explain the theory or concept and then go into depth, making a connection between the concept and a real-world application.
 - Note that we can only grade what you have submitted. Please double check before submitting your work.
- **Midterm and Final Exam (160 points each).** One midterm exam and one final exam will be delivered on Carmen to assess comprehension of reading and lecture materials at the end of the semester.
 - The exams will cover information from the assigned readings, course modules, and video lectures.
 - The exams will consist of a combination of multiple choice, true/false, and matching style questions. The questions will be designed to assess your definitional understanding of course content and ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts.
 - The exams will be timed and progress one question at a time (i.e., you cannot go back to change your answers).
 - The exams will use the Respondus Lockdown feature in Carmen, which monitors students' web browser (i.e., identifies whether students leave the exam webpage during testing).

Late assignments

All deadlines are in Ohio local time (Eastern Standard Time, EST). Students may submit all assessments late

with a penalty. Penalties for late work increase cumulatively. Submitting work after the deadline yields a -10% point penalty for the submission. For each additional day after the deadline, students lose an additional -10% off the submission.

Extensions: Students may receive an extension for an assignment if they have sound reasons and contact the Graduate Student Instructor **48 hours prior to the submission deadline**. The length of an extension will be evaluated on a case-by-case basis.

Discussion and communication guidelines

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

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

Grading scale

Please note that Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. The official grading scale is as follows:

93 – 100: A
 90 – 92.9: A-
 87 – 89.9: B+
 83 – 86.9: B
 80 – 82.9: B-
 77 – 79.9: C+
 73 – 76.9: C
 70 – 72.9: C-
 67 – 69.9: D+
 60 – 66.9: D
 Below 60: E

Faculty feedback and response time

We are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem with the course.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days. If it is going to take longer than 7 days, you will receive a course announcement from me.

E-mail

The course instructors will try to reply to e-mails within 24 hours on school days (unless there are business meetings/travels or medical situations). We do not respond to emails over the weekend, and we do not expect you to respond to emails over the weekend. Please email us through OSU email and not the Carmen messaging

system, as Carmen sometimes does not notify us that we have an unread message.

Virtual student /office hours

Virtual student hours will be held through Ohio State's conferencing platform, Carmen Zoom. The digital meeting room can be accessed during posted student hours on Carmen. Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor or graduate student instructor in the virtual office hours room. If the office hours do not work for you, please email the instructors to make an appointment outside of the scheduled time. Common issues to avoid...

- Carmen mail/messenger + submission comments. These are unreliable forms of communication, and the instructors will not check them regularly.
- Weekend + evening emails. Under most circumstances, we will respond to messages of this sort on the next business day.
- Sending emails NOT from your OSU email. Messages to our OSU accounts from non-OSU email services are regularly marked as spam and since OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
- Unprofessional emails. Please ensure that your email messages are professional and informative by including your course info in the subject line, a salutation, adequate yet concise body text, closing, and your full name.
- Emails that require immediate attention. We aim to answer emails with 24 hours of receipt on business days. Be proactive and plan ahead.

University Policies and Statements

Intellectual Diversity Statement

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Academic Misconduct Statement

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Disability Services Statement

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations Statement

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 Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

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.**

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 Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@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 Civil Rights Compliance Office 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.

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.

Additional Disclaimer

This syllabus represents a contract “in the works.” Events that transpire over the semester may require modifications to the course. In the event of a change, we will announce the change and update the syllabus on Carmen. It is your responsibility to keep up with any such modifications and to be aware of current policies, deadlines, etc. We reserve the right to modify course policies throughout the semester.

Course Schedule/Autumn 2025

Modules [Start] [End]	Weekly Topics	Assignments
Week 1 Aug 26 Aug 31	Welcome & Introduction <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Syllabus ○ Resources for Academic Writing 	Discussion: Original post (due Thursday) + 3 replies (due Saturday) Quiz 1 Syllabus & APA (due Sunday 8/31)
Week 2 Sept 1 Sept 7	Fast & Slow Thinking <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Judgment and Decision Making (Brust-Renck et al., 2021) ○ The Characters of the Story (Kahneman, Chapter 1) • <i>Note: Sept 1, Labor Day. No classes, offices closed</i> 	Discussion: Original post (due W) + 3 replies (due F) Knowledge Check (due Sunday 9/7)
Week 3 Sept 8 Sept 14	Heuristics <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ The Fundamental Judgement Strategy: Anchoring and Adjustment (Hastie & Dawes, Chapter 4) ○ The Science of Availability (Kahneman, Chapter 12) 	Reflection Paper 1 (due F 9/12)
Week 4 Sept 15 Sept 21	Biases <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ The Associative Machine (Kahneman, Chapter 4) ○ The Illusion of Understanding (Kahneman, Chapter 19) 	Discussion: Original post (due W) + 3 replies (due F) Knowledge Check (due Sunday 9/21)
Week 5	Chance & Cause <ul style="list-style-type: none"> • <u>Readings</u> 	

Sept 22 Sept 28	<ul style="list-style-type: none"> ○ Linda: Less is More (Kahneman, Chapter 15) ○ Chance and Cause (Hastie & Dawes, Chapter 7) 	Discussion: Original post (due W) + 3 replies (due F) Quiz 2 (due Sunday 9/28)
Week 6 Sept 29 Oct 5	Thinking Rationally <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Probability and Risk (Plous, Chapter 12) ○ The Outside View (Kahneman, Chapter 23) 	Reflection Paper 2 (due F 10/3)
Week 7 Oct 6 Oct 12	Another Perspective on Decision Making <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ The Elaboration Likelihood Model (Petty & Briñol, 2012) ○ Elaboration Likelihood Model of Persuasion: https://www.simplypsychology.org/elaboration-likelihood-model.html 	Discussion: Original post (due W) + 3 replies (due F) Knowledge Check (due Sunday 10/12)
Week 8 Oct 13 Oct 19	Midterm Exam <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ None • <i>Note: Oct 16-17, Autumn Break. Happy Autumn Break!</i> 	Midterm Exam (due Sunday 10/19)
Week 9 Oct 20 Oct 26	Group Decision Making I <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Group Processes (Stangor, 2017) ○ Group Decision-Making (Tindale & Winget, 2019) 	Discussion: Original post (due W) + 3 replies (due F) Knowledge Check (due Sunday 10/26)
Week 10	Group Decision Making II <ul style="list-style-type: none"> • <u>Readings</u> 	

Oct 27 Nov 2	<ul style="list-style-type: none"> ○ Group Judgements and Decisions (Plous, Chapter 18) 	<p>Discussion: Original post (due W) + 3 replies (due F)</p> <p>Quiz 3 (due Sunday 11/2)</p>
Week 11 Nov 3 Nov 9	<p>Social Influence</p> <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Social Influences (Plous, Chapter 17) ○ Group Norms (Smith, 2020) 	<p>Reflection Paper 3 (due F 11/7)</p>
Week 12 Nov 10 Nov 16	<p>Groupthink</p> <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Janis (1971) ○ Bang & Frith (2017) • <i>Note: Nov 11, Veterans Day observed. No classes, offices closed.</i> 	<p>Discussion: Original post (due W) + 3 replies (due F)</p> <p>Knowledge Check (due Sunday 11/16)</p>
Week 13 Nov 17 Nov 23	<p>Bargaining & Negotiation</p> <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Negotiation and Bargaining (Steinel & Harnick, 2020) 	<p>Discussion: Original post (due W) + 3 replies (due F)</p> <p>Quiz 4 (due Sunday 11/23)</p>
Week 14 Nov 24 Nov 30	<p>Thanksgiving break</p> <ul style="list-style-type: none"> • <i>Happy Thanksgiving.</i> • <i>Note: 11-28, Indigenous Peoples' Day/Columbus Day observed.</i> 	<p>No assignments</p>

Week 15 Dec 1 Dec 7	Improving Decision Making <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Group Process (Stangor, 2017, p. 15 – end) ○ Bazerman (2020) ○ Designing a Better Decision Factory (Moore & Bazerman, 2022, Chapter 10) • 	Discussion: Original post (due W) + 3 replies (due F) Knowledge Check (due Sunday 12/7)
Week 16 Dec 8 Dec 10	Concluding Thoughts <ul style="list-style-type: none"> • <u>Readings</u> <ul style="list-style-type: none"> ○ Study guide • <i>Note: Dec 10, last day of classes. Good luck with all your finals.</i> 	Discussion: Original post (W), OPTIONAL, to replace the lowest discussion board grade
Finals	Final Exam Online	Due date: 12/17/25

~ This schedule is subject to change per the needs of the course ~

Required Readings References

***During some weeks, there may be OPTIONAL additional short readings for the week, such as a current news article. They will be available on Carmen.**

Another Perspective on Decision Making

Nickerson, C. (2023, September 26). Elaboration likelihood model of persuasion. *Simply psychology*.

<https://www.simplypsychology.org/elaboration-likelihood-model.html>

Petty, R. E., & Briñol, P. (2012). The elaboration likelihood model. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of Theories of Social Psychology: Volume one* (pp. 224-245). SAGE Publications Ltd.

Bargaining & Negotiation

Steinel, W., & Harnick, F. (2020). Negotiation and bargaining. In *Oxford Research Encyclopedia of Psychology*.

<https://doi.org/10.1093/acrefore/9780190236557.013.253>

Biases

Kahneman, D. (2011). The associative machine. In *Thinking, fast and slow* (pp. 50-58). Farrar, Straus and Giroux.

Kahneman, D. (2011). The illusion of understanding. In *Thinking, fast and slow* (pp. 199-208). Farrar, Straus and Giroux.

Chance & Cause

Hastie, R., & Dawes, R. M. (2009). Chance and cause. In *Rational choice in an uncertain world: The psychology of judgment and decision making* (2nd ed., p. 139-156). SAGE Publications, Inc.

Kahneman, D. (2011). Linda: Less is more. In *Thinking, fast and slow* (pp. 156-165). Farrar, Straus and Giroux.

Fast & Slow Thinking

Brust-Renck, P. G., Weldon, R. B., & Reyna, V. F. (2021). Judgment and decision making. In *Oxford Research Encyclopedia of Psychology*. <https://doi.org/10.1093/acrefore/9780190236557.013.536>

Kahneman, D. (2011). The characters of the story. In *Thinking, fast and slow* (pp. 19-30). Farrar, Straus and Giroux.

Group Decision Making I

Stangor, C. (2017). Group processes. In *Oxford Research Encyclopedia of Psychology*.

<https://doi.org/10.1093/acrefore/9780190236557.013.255>

Tindale, R. S., & Winget, J. R. (2019). Group decision-making. In *Oxford Research Encyclopedia of Psychology*. <https://doi.org/10.1093/acrefore/9780190236557.013.262>

Group Decision Making II

Plous, S. (1993). Group judgements and decisions. In *The psychology of judgment and decision making* (pp.205-214). McGraw-Hill.

Groupthink

Bang, D., & Frith, C. D. (2017). Making better decisions in groups. *Royal Society Open Science*, 4, 170193.

<http://dx.doi.org/10.1098/rsos.170193>

Janis, I. L. (1971, November). Groupthink. *Psychology Today*, pp. 43-46, 74-76.

Heuristics

Hastie, R., & Dawes, R. M. (2009). The fundamental judgment strategy: Anchoring and adjustment. In *Rational choice in an uncertain world: The psychology of judgment and decision making* (2nd ed., p. 71- 86). SAGE

Publications, Inc.

Kahneman, D. (2011). The science of availability. In *Thinking, fast and slow* (pp. 129-136). Farrar, Straus and Giroux.

Improving Decision Making

Bazerman, M. H. (2020). A new model for ethical leadership. *Harvard Business Review*, 98(5), 90 – 97.

Moore, D. A., & Bazerman, M. H. (2022). Designing a better decision factory. In *Decision leadership: Empowering others to make better choices* (pp. 182-193). Yale University Press.

Stangor, C. (2017). Group processes. In *Oxford Research Encyclopedia of Psychology*.
<https://doi.org/10.1093/acrefore/9780190236557.013.255>

Social Influence

Plous, S. (1993). Social influence. In *The psychology of judgment and decision making* (pp. 191-204). McGraw-Hill.

Smith, J. R. (2020). Group norms. In *Oxford Research Encyclopedia of Psychology*.
<https://doi.org/10.1093/acrefore/9780190236557.013.453>

Thinking Rationally

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