Autumn 2025

Communication 3444

Advertising & Society

Online Course

Professor
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Course Description

This course will be delivered 100% online. This class is designed to introduce you to the ways in which advertising influences and is influenced by society. In this class we will consider economic, legal & regulatory, ethical, and social issues that surround advertising. We will look at both intended and unintended effects of advertising on society. For example, we will address such issues as the history of advertising, regulation of advertising, and how advertising impacts our economy, children, and adolescents.

Course learning goals and outcomes

Students will understand the impact of advertising on a variety of institutions in society as well as how it impacts individual members of society. Students will be able to understand the interrelated system of players such as advertisers, the media industry, and consumers to better grasp advertising and its impact on society.

Mode of delivery

This course will be presented fully online. Course content will be required readings, asynchronous lectures and videos, weekly asynchronous small group interactions with other students and the instructor and/or graduate teaching assistant.

How this course works

Each week, students can go to the modules tab on the Carmen course website to begin. Each week will have its own module wherein all required content and assignments for that week can be found. The "start here" section of the weekly module will begin with an introduction video from the professor explaining what the topic of the week is and what to expect. From there, students will find a roadmap explaining all the requirements of the week and can click through to complete everything needed for that week in one place.

Required Readings

*Sheehan, K. (2014). *Controversies in Contemporary Advertising (2nd Edition)*. Thousand Oaks, CA: Sage Publications Inc.

Additional required readings posted on Carmen.

Grading & Course Requirements

Course Requirements

Readings

Please read the assigned material for each week before going through the online module (i.e., lectures, quizzes, assignments). This will allow you to see connections and better understand the related material presented in lectures.

Weekly Reflection Assignment

Each week you will be asked to respond to a prompt that will allow you to reflect on some aspect(s) of that week's content. This will be a brief written assignment that will require you to spend some time thinking about the content from that week before writing a brief response. Some of these reflections are designed to help you identify questions you may have or areas where the week's content is a little unclear. When these are identified, you are encouraged to raise them on the "ask the professor" online discussion board for clarification.

Weekly Group Interaction Assignment

In this course, you have been randomly assigned to a smaller learning group (roughly 15 people) with whom you will have an opportunity to interact each week via the course discussion board set up for your group. Each week you will be given specific instructions within the module for how you can discuss that week's content with your group members. These assignments may include a series of prompts to respond to, an asynchronous debate, or an opportunity to share an example of a case study or sample ad you have found that relates to course concepts. In each case, you will be expected

to post your responses and interact with those posted by several of your classmates to complete the weekly discussion assignment.

Weekly Content Quiz

Each week you will complete a brief quiz to assess your understanding of the topic(s) covered that week. The quiz will cover that week's lecture videos and readings and assist you in preparing for exams.

Exams

There will be two exams based on material covered in class and in the assigned readings. The exams are not cumulative. Lecture material, external course videos and examples, and reading assignments will be tested.

Grading

Following are the percentages for each assignment category. There will <u>NOT</u> be opportunities for any student to re-take exams, re-complete assignments, or complete additional work to raise their grade outside what is laid out in this syllabus. **Providing extra assignments for one student or "bumping up" a grade for one student invalidates the standards applied to the class and is unfair to every student.** For this reason, please do not ask me to reconsider your grade when the semester is over unless there has been an error in how it was calculated.

Assignments	Percentage
Reflection assignments	25%
Group interaction assignments	25%
Weekly content quiz	25%
Exams	25%

Grading scale

Grade	Percent	Grade	Percent
A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60-62%
C+	77%-79%	E	<60%

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please consider that in computing grades. I do not manually round up grades.

Grading and feedback

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

Late assignments

Assignments & Deadlines: Each assignment is due on the designated date. Late assignments are marked down 10% per day including weekends. In an online course, it is your responsibility to have consistent access to a reliable Internet connection and all required software noted above. You should build in extra time to resolve technical problems so you can do that while still meeting deadlines. For assistance with tech issues, please contact OCIO (details provided below in section on technology). Deadlines will **not** be extended for technological problems. If, however, you have an emergency or illness that precludes you from meeting a deadline, please let us know that right away. Provided that the emergency is brought to my attention within 24 hours of the deadline and can be documented, late penalties may be waived.

Technology issues: Technical failure does not constitute an excuse for submitting work late. This rule is critical in online courses. You are, per course requirements, expected to have regular access to a working computer/laptop and high-speed internet access. It is your responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer (https://osuitsm.service-now.com/selfservice/system_status) will be permitted as these are outside of your control. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will an accommodation be made. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements.

Attendance, participation, and discussions

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. We do not have any in-person lectures or exams as the course can be done completely online. Recorded lectures will be uploaded to Carmen each week by Monday. The lectures should be viewed within the week they are posted to ensure you are up to date with the course materials.

The following is a summary of your expected participation:

Viewing lectures and other posted videos:

- These can be found on Carmen within the weekly modules. In some cases, you will find a link within the Carmen module that will take you to another site to view a video (e.g., Kanopy). The videos are short to provide the most optimal viewing experience and to increase attention and engagement.
- The lectures will be my voice over a PowerPoint presentation, to make it easier to access, but please make certain you have a strong Internet connection for watching the lectures and audio equipment (headphones are helpful).
- Per the Code of Conduct, you may not share recorded lectures. This is a copyright violation

Weekly assignments

- Each week includes a reflection, group interaction, and content quiz. See Carmen for details and deadlines

Readings

- Required readings are listed on the syllabus and within each weekly module on Carmen. These readings include chapters from your textbook as well as additional articles posted online.

How to Communicate with the Professor

"Ask the Professor" online discussion board: If your question is something that you believe may be of interest to others in the class, please use the "Ask the Professor" online discussion board on Carmen. Unless your question is something of a private nature or something very particular to your situation, ask me by posting to the "Ask the Professor" discussion board. The graduate teaching assistants and I will check these questions daily and you can expect a reply within 24 hours on weekdays (longer on weekends).

Email: For private questions, or those that are specific to your individual situation, you can email the course TA (contact info above). TAs will respond to email within 24 hours on weekdays (longer on weekends). Please do not email with questions that can be answered by reviewing the syllabus or other official course documents.

*It is not feasible for me to help you with technical problems. **University Tech support can help you (614-688-HELP).**

Office Hours: For more in-depth questions, please use office hours. This is the appropriate way to review exams, ask questions about assignments, grading, or more involved questions about course content you may not understand. Office hours are digital via Carmen Zoom and can be scheduled by emailing me or the course TA.

Use of Email and Carmen: You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen Website. Therefore, it is important for you to check your OSU

email account daily and be sure to purge your account of unneeded email so that new messages can get through. Similarly, check the Carmen website regularly for any updates or announcements.

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.

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

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 set up a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen
- **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**

Carmen Zoom:

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- Carmen Zoom help guide

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

- Web cam and microphone

Necessary software

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

Other course policies

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.

Intellectual Diversity

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 integrity policy

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

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, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Copilot, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Specific Generative AI Policy for this course:

In this course, students are *not permitted* to use generative AI tools to:

- Write or complete any part of course assignments, including weekly reflections, group discussion posts, quizzes, or exams.
- Summarize, interpret, or replace engagement with assigned readings, lectures, or course materials.
- Generate responses to prompts or discussion questions, even if those responses are later edited.

These restrictions are in place to ensure that students engage directly with course content and develop their own analytical and critical thinking skills. Use of AI tools in these ways constitutes unauthorized assistance and violates Ohio State's Code of Student Conduct.

Limited use of GenAI is allowed for general brainstorming—such as identifying real-world examples (e.g., tracking down an ad you remember seeing that illustrates a course concept). However, you may not use AI to generate or outline possible answers to assignment prompts as this replaces your own critical thinking.

> **Example:** You may use AI to help locate a recent ad campaign about healthy eating. You may not ask AI to explain how that ad reflects course concepts or to suggest what your reflection should say.

**If you choose to use AI tools in these limited ways, you are responsible for ensuring that your work reflects your own understanding and original thought. Misuse of AI tools violates Ohio State's academic integrity policy. <u>If you are unsure whether a use is appropriate, ask the instructor before proceeding.</u>

Disability statement (with accommodations for illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. **(**slds@osu.edu; https://slds.osu.edu/; 614-292-3307)

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.

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 Civil Rights Compliance Office.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. 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 (CRCO):

Online reporting form: http://civilrights.osu.edu/

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

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

4. Faculty member

Course Schedule

For each week, you should review the weekly "module" on Carmen. Within that module, you will find all the videos, articles, and assignment details needed to complete that week's assignments. Weekly modules are released by 9:00am on Mondays.

Week 1	Topic	Readings	What's Due?

			*All due dates are by 11:59pm unless otherwise noted here
8/26-8/29	Introduction: Course Overview & Syllabus What is Advertising?	The Syllabus Textbook Chapter 1: *Advertising, Its Supporters, and Its Critics* Potter, W. J. (2021). Advertising. In *Media literacy* (10th ed., pp. 197–221). SAGE Publications	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 2			
9/2-9/5 *OSU Closed Monday (Labor Day)	History of Advertising	Holm, N. (2023). The history of advertising: Contexts, transformations, and continuity. In *The foundations of studying advertising* (2nd ed., pp. 15–33). Routledge.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 3			
9/8-9/12	Economic function of Advertising	Hollifield, C. A., & Abernethy, P. (2013). The economic impact of advertising: What's the controversy? In C. J. Pardun (Ed.), *Advertising and society: An introduction* (pp. 85–100). John Wiley & Sons. Textbook Chapter 3: *Advertising and the Media: Changes*	Interactive assignment (initial position statement Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)

		and Challenges	
Week 4			
9/15-9/19	Constructing audiences	Potter, W. J. (2021). Economic perspective. In *Media literacy* (10th ed., pp. 135–153). SAGE Publications. Hardy, J. (2022). Regulating convergent media and marketing communications. In *Branded content: The fateful merging of media and marketing* (pp. 143–168). Routledge.	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 5			
9/22-9/26	Regulation of advertising; Legal issues	Textbook Chapter 4*: How Advertising is Regulated: Government and Industry* Chapter: *Puffery and Advertising: Puff the Magic Ad Man*	Interactive assignment (initial position statement Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 6			
9/29-10/3	Image-Based Advertising; Advertising and materialism	Textbook Chapter 2: *Are Goods Bad? Living in a Consumer Culture* Article (posted on	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday)

		Carmen): *Child viewers may struggle to recognize adverts in videos from virtual play dates.* Article (posted on carmen): *How the power of persuasion goes way beyond mere advertising.* Holm, N. (2023). Blurred lines: Branding, promotion, and influence(rs). In *Advertising and consumer society* (2nd ed., pp. 19–34). Routledge.	Content quiz (Sunday)
Week 7			
10/6-10/10	Review & Exam 1	Study notes, videos, and readings to prepare for exam	**You must complete the exam by11:59pm on 10/10**
Week 8			
10/13-10/15 *No classes 10/16 and 10/17 (Fall Break)	Advertising in a changing media landscape	Rotimi, I. K., & Yap, S. F. (2024, December 23). *Work or play? The rise of online 'kidfluencers' is raising complex legal and ethical questions.* The Conversation. Feng, Y. (2025). The AI genie in the bottle: A systematic review of artificial intelligence in advertising. *Journal of Interactive Advertising,*	Interactive assignment (initial post Monday; Responses Wednesday) Reflection (Sunday) Content quiz (Sunday)

		25(1), 1–20.	
Week 9			
10/20-10/24	Advertising and stereotypes	<u>Textbook Chapter 6</u>: *Advertising Choices: Influences of Stereotypes and Taste* <u>Textbook Chapter 8</u>: *Advertising and Race: Examining the Melting Pot*	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 10			
10/27-10/31	Commercialization in Childhood	Textbook chapter: Advertising to children: Gimme, gimme, gimme!!! Do children need more protection from advertising? Vanwesenbeeck, I., Hudders, L., & Ponnet, K. (2020). Understanding the YouTube generation: How preschoolers process television and YouTube advertising. *Cyberpsychology, Behavior, and Social Networking, 00*(00), 1–10.	Interactive assignment (initial position statement Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 11			
11/3-11/7	Children's perceptions of advertising;	<u>Textbook Chapter 10</u>: *Children and Advertising:*	Interactive assignment (initial post Wednesday; Responses Friday)

	Cognitive development & persuasion	*Emerging Consumers, Problematic Strategies*	Reflection (Sunday) Content quiz (Sunday)
Week 12			
11/10-11/14	Advertising and Product Placement	Textbook Chapter 5: *Beyond Subliminal: The Pervasiveness of Persuasion* Article (posted on Carmen): *Future Product Placement in Films and Television will be Tailored to Individual Viewers*	Interactive assignment (initial post Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)
Week 13			
11/17-11/21	Advertising for controversial products	Textbook Chapter 11: *Advertising Controversial Products: Bans and Beliefs* Textbook Chapter 12: *Tobacco and Alcohol Advertising: Industries in Flux* Chapter (posted on Carmen): *Direct-to-Consumer Pharmaceutical Advertising: A Prescription for Everything?*	Interactive assignment (initial position statement Wednesday; Responses Friday) Reflection (Sunday) Content quiz (Sunday)

Week 14			
11/24-11/25 *No Classes 11/26-11/28 for Thanksgiving	Advertising & Social Responsibility	Textbook Chapter 15: *Socially Responsible Advertising: Does a Brand Have a Conscience?* Textbook Chapter 17: *Advertising: Being Ethical Advertisers in a Challenging Age*	Interactive assignment (Wednesday) Reflection (Sunday) Content quiz (Sunday)
Week 15			
12/1-12/8	Exam 2	Study notes, videos, and readings to prepare for exam	**You must complete the exam by 11:59pm on 12/8**

* Note: Course schedule is subject to change. In such a case, announcements will be made via email and Carmen announcements.