



Comm 1100: Communication in Society

Instructor: Dr. Laura Partain

Email Address: partain.7@osu.edu, she/her/hers

Meeting Time: Asynchronous

Office Location: 3045D Derby Hall

Office Hours: Monday 3-5pm EST via [Zoom](#) (password: 333779)

According to the Office of the Department of Higher Education and the recently passed SB1 law, I'm required to include my professional qualifications in the syllabus:

Ph.D., Media Arts and Sciences, minor in Global Studies, Indiana University-Bloomington, 2021

M.A., Middle Eastern Studies, University of Texas-Austin, 2015

B.A., Religious Studies, Certificate in Middle Eastern Studies, *Phi Beta Kappa*, University of Wisconsin-Madison, 2013

Graduate Assistant

Graduate Assistant: Brooke Bennington, she/her/they/them

Email Address: bennington.56@osu.edu

Office Hours: Wednesday, 12-1pm EST via [Zoom](#) (password: 254373)

Teaching Assistants

Teaching Assistant: Elise Montenora, she/her/hers

E-mail Address: montenora.1@buckeyemail.osu.edu

Office Hours: Monday, 10-11am EST via [Zoom](#) (password: 228010)

Course Description

The goal of this course is to familiarize students with communication strategies that people and groups use to communicate with each other and to manage the world around them. This course will provide an introduction to social scientific methods and an overview of communication theories. We will explore a range of communication theories, including 1) critical theories, 2) interpersonal and family theories, 3) intergroup theories, 4) organizational theories, 5) persuasion theories, and 6) mass communication/media effects theories. You will learn how to identify actions that align with communication theories using mediated contexts and will develop your ability to apply theories in real-world situations. This course is online-only and fulfills GEL Social Science: Individuals and Groups and GEN Foundation: Social and Behavioral Sciences requirements.

This course keeps the same pace as an in-person course, which means that we move through materials quickly. You must keep up with the course each week, as you would in an in-person course. Because this course is a required foundation course for the Communication major, it is designed to introduce you to intellectually challenging theories and topics in the field.

Technology and Participation Requirements

To participate in this course, you must have access to a device that connects to the internet and has a camera that is not an iPad. I am required to use Honorlock to proctor exams in this course, and, unfortunately, Honorlock is not compatible with iPad technology. Please click this [link](#) for questions on Honorlock. If you have questions about access to technology in order to take this course, please contact me immediately, at the start of the semester.

Credit Hour and Work Expectation

This course is a 3-credit-hour course. Students should expect approximately 3 hours per week just of time spent on instruction (instructor content—lectures, slides, reviews, guided materials), according to Ohio State policy, in addition to another 6 hours of work (reading assignments, discussion submissions, quizzes, studying, exams) to receive a C average grade in the course. If you would like to earn a higher course than a C, you may have to spend additional time on the instruction and additional work in this course.

Communication Policy

Because of the size of our online class, I designed the course to be simple, accessible, and collaborative. My communication policy aligns with these design goals. Deviating from the policy may result in undue delays or me missing your messages altogether. To be clear, I would love to get to know each and every one of my students, but there is only one of me and many students. This emailing policy is meant to help speed up communication times.

Communication tactics to avoid:

- I may send messages through Canvas to the class. Please check your Canvas every morning for updates. HOWEVER, I will not respond to Canvas mail/messenger emails and will not respond to the Canvas submission comments. Do not contact me through Canvas. Canvas communication to your instructor can be unreliable and cannot be tracked.
- Avoid weekend emails and messages sent after 5pm EST on weekdays. If you send an email just before or after 5PM EST on weekdays, please do not expect a response until the following day. **Please do not expect a response for an email you sent over the weekend until Monday.**
- Avoid sending emails that are not from your OSU email address. Messages to OSU accounts from non-OSU email services are regularly marked as spam. You may not use emails sent from personal accounts as evidence of communication attempts.
- Do not send unprofessional emails. Professional emails are easy to read and allow quicker response. Please include your course info in the subject line (Comm 1100), a salutation, adequate yet concise body text, closing, and your full name.
- Avoid sending emails that require immediate attention. I aim to answer emails with 36-48 hours of receipt on business days. Be proactive and plan ahead. If you do not hear back after 48 hours,

you may send a follow-up email. Please be patient with me; there are many students and only one of me.

Contact Order:

- **FIRST**, check the syllabus.
- **NEXT, check the syllabus =>**
- **AFTER THAT**, check the course discussion boards. These discussion boards allow the whole class to see questions and answers for a range of topics pertaining to the course. Please do not contact me until you have checked these boards for your questions. Once someone has asked me a general question, I will add that question to the discussion board with the answer. There will be discussion boards for the following areas of class: General, Assignments, C-REP, Study Guide, Quizzes, Exams. My goal is to reply within 48 hours.
- **LASTLY**, if all the above points of contact have failed to answer your questions or you deem a situation necessary to contact me, email me, Laura Partain, at partain.7@osu.edu. If you ask a question that has been answered on the discussion boards or in the syllabus, I will likely redirect you to that source.

Course Learning Outcomes

This course meets both the New General Education (GEN Foundation): Social and Behavioral Sciences and the Legacy General Education (GEL): Individuals and Groups requirements for the University. Below, I have listed the outcomes for these two requirements as well as specific outcomes for this course.

GEN:

Goals

- Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
- Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes

Successful students are able to:

- Explain basic facts, principles, theories, and methods of social and behavioral science.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Evaluate social and ethical implications of social scientific and behavioral research.

- Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Critically evaluate and responsibly use information from the social and behavioral sciences.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.

GEL:

Goals:

- Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

- Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.
- Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
 - Readings & lectures fulfill this outcome. Exams, quizzes, and writing assignments will assess this outcome.

Weekly Structure

Weekly modules will be released every Monday. The modules will include the welcome and overview video, the lecture videos, the reading chapters, and the weekly quiz. **Everything for the week is due by the following Sunday at 11:59pm EST. This does not include atypical assignments, such as Exams or Study Guides.** All due dates are listed in the Grading Criteria section.

Please note that questions about modules are unlikely to be answered over the weekend. I recommend looking at the week's module early in the week.

No work will be accepted late. Please see the Grading Criteria section for a description of submissions that will be dropped.

Course Materials

The course textbook is:

Griffin, E., Ledbetter, A., & Sparks, G. (2023). A First Look at Communication Theory (11th Edition). New York: McGraw Hill.

The fee for this textbook is included as part of tuition and is listed as a CarmenBooks fee on your Statement of Account. Unless you choose to opt-out of the program, you do NOT need to purchase the textbook at the bookstore. See [this video](#) to learn how to access the textbook. For more information on the program or how to opt out, please visit the [CarmenBooks website](#). Access to Connect, which includes the textbook as an eBook, is available through the “**McGraw Hill Connect**” link within Carmen (listed on the left-hand side of the page). You will be required to read the textbook chapters through Connect using their SmartBook feature.

The textbook comes free with tech support:

- Phone: 800-331-5094
- Chat or Email: <https://mhedu.force.com/CXG/s/ContactUs> • Available hours (EST):

o Sunday: 12 PM – 12 AM

o Monday – Thursday: 24 hours to Friday: 12AM–9PM

o Saturday: 10 AM – 8 PM

Assignments and Grading Policies

Weekly Review

- Students will be required to submit a practical application of each week’s theory/theories. Students must apply theory/theories we learned that week to an aspect of their lives. In situations where the student may feel like relating the theory to their life is uncomfortable, such as when we examine theories of racial or gender-based discrimination, the student may provide a hypothetical example or an example from popular culture. No generative AI, including Grammarly, may be used in any aspect of writing these posts. Every week, I will run the prompts through several generative AI platforms. Please be aware that outputs are sometimes exact, or very similar to each other. These submissions must be clear, but they will not be graded for spelling or grammatical errors. Students will receive points based on completion and accuracy. There will be detailed guidelines and examples for Weekly Reviews in Canvas. These Weekly Reviews should be no shorter than four sentences in length and no longer than seven sentences in length.
- **The Weekly Review must be completed by Sunday at 11:59pm EST. Because students can drop three Weekly Review grades, late assignments will not be accepted.**

SmartBook Readings

- Students will complete chapter readings using the McGraw Hill tool called “SmartBook.” This tool will have you read the chapter as you normally would an eBook but incorporates comprehension questions throughout the reading to ensure that students follow along with the materials. For materials assigned outside our textbook, there will not be a SmartBook reading for that week.

Weekly Quizzes

- Students will complete one quiz per week. The quiz questions will primarily be derived from the readings but may include questions from the weekly lectures. Students will have three chances to take each quiz, but the students will receive 10 questions each time from a rotating list of questions. This means that you might receive the same question on different tries. Students will be able to drop three quizzes at the end of the semester. Because students are allowed to drop three quizzes, there will be no other allowances for missed quizzes. No other lateness policy applies to quizzes. Some quiz questions will resemble the questions on exams. We will include several questions on quizzes that reflect exam questions, which often require second-order thinking (the ability to extrapolate and

apply information). The other quiz questions will focus on first-order thinking (understanding a concept or memorizing a definition).

Study Guides 1 and 2

- Preparing study guides are graded but meant for your benefit. Although exams require second order thinking (see Weekly Quizzes section for explanation), it is important to know definitions and understand concepts to build up to second order thinking. I will place students in small “study groups” for the study guides only. Once you have submitted your study guide, you will be able to see each other’s work. You must only post your study guide when you are finished with it. Posting more than once in the group will raise suspicion of academic misconduct. I will not step in to correct information, so make sure to double check your work and others’ work against my lectures and the book.
- You will have 3 grade options for study guide points: 0 points (no work, work is sloppy, incoherent, unhelpful), 15 points (issues with every entry, minimal amount of work completed), or 25 points (minimal mistakes, completes a reasonable amount of the work as roughly divided between team members). I highly recommend that students complete the study guide throughout the semester to avoid undue stress before an exam.

Midterm

- There will be one midterm exam that covers all the material up until the midterm, including any material taught during that exam week. The midterm will be released on October 13th by 11:59pm EST and will be open until October 16th at 11:59pm EST. Students will have 65 minutes to complete the exam upon opening the exam link. Exams will consist of 20-50 questions depending on the nature of the questions.

Final

- There will be one final exam that is cumulative, but that will consist of roughly 25% of questions from before the midterm and roughly 75% of questions from after the midterm. The final exam will be open from December 3rd by 11:59pm EST and will be open until December 6th at 11:59pm EST. Students will have 65 minutes to complete the exam upon opening the exam link. Exams will consist of 30-60 questions depending on the nature of the questions.

C-REP

- All students in COMM 1100 are required to participate in the Communication Research Experience Program (C-REP). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Your participation in C-REP counts for 5% of your course grade (1% per hour of credit). You can earn partial credit (e.g., 4% for 4 credits). Participation can take the form of research studies and/or alternative assignments. The deadline for requesting alternative assignment/ participating in research is [deadline]. Important information about C-REP:
 - Both COMM 1100 and COMM 1101 require C-REP participation, and some students take both courses simultaneously. If you are enrolled only in COMM 1100, you only need 5 hours. If you are enrolled in both courses, you need 10 hours. The same C-REP participation CANNOT be counted for both courses. For each study, you will indicate what class the credit goes toward.
 - At least half of your credits should be completed during the first half of the semester. It is wise to complete your C-REP requirement as early as possible in the semester when demands

on your time and signups for studies are the lightest. Because the number of studies may be limited, it is also wise to ask for alternative assignments early.

- If you sign up for a study but do not show up, you will have to complete an alternative assignment to make up the hours you missed. You will be locked out of the C-REP SONA system until you complete the alternative assignment.
 - Due dates are decided by the C-REP board and are not flexible.
- The C-REP Student Guide can be found on Canvas. If you have any questions, please review those materials. Please see important C-REP guidelines above the course schedule, included below. These guidelines are also available on Canvas.
 - If you have a question or issue, the quickest way to get an answer is to try the C-REP Answer Bot, which has answers for the most common student issues: <https://go.osu.edu/CREPbot>. If you have a question **not** covered in the supporting materials or by the Answer Bot, you may email the C-REP coordinator, Ms. Jiaqi Qin, at CREP@osu.edu.

Grading Criteria and Important Due Dates

	Due Date	# per semester	# dropped	Points out of 1000
Weekly Review	Weekly on Sunday by 11:59pm EST	23	3	100
Weekly Reading on SmartBook Quizzes	Weekly on Sunday by 11:59pm EST	21	1	100
Weekly Quizzes	Weekly on Sunday by 11:59pm EST	13	3	100
Review Quiz 1	Wednesday, 03-04-26, by 11:59pm EST	1	0	25
Review Quiz 2	Wednesday, 04-22-26, by 11:59pm EST	1	0	25
Midterm	Sunday, 03-08-26, by 11:59pm EST	1	0	200
Final Exam	Sunday, 04-26-26, by 11:59pm EST	1	0	400
C-REP	All CREP study participation/requesting C-REP alternative assignment due by 04-20-2026, by 9pm EST C-REP alternative assignment due by 04-27-2026 at 9pm EST	5	0	50

Grading Criteria-1000 Total Points

- A 940-1000
- A- 900-939
- B+ 870-899
- B 840-869
- B- 800-839
- C+ 770-799
- C 740-769
- C- 700-739
- D+ 640-699
- D 600-639
- E/EN Below 600

From the University's Grading Website:

"Note: There are no D-, E+ or A+ grades."

Extra Credit

- **Communication Kindness.** Let's put our newly acquired communication skills to good use. University life can be hard on everyone and can leave students and faculty alike feeling overwhelmed and isolated. This semester, I'm offering 5 extra credit points for anyone who performs what could be considered an act of kindness or act of service for another. This might mean that you take an extra minute to help someone lift a heavy box, that you buy someone a coffee, that you give someone encouragement who needs it, or even that you provide someone with extra support on social media. The requirement is that the interaction must be meaningful to you and that it must appear meaningful to the other person. This act can be performed at any time during the semester. You're encouraged to undertake many acts of kindness towards others, but you can only receive up to 5 extra credit points for doing so in this class. To receive credit, email Dr. Partain with a 1-3 sentence description of the act. Dr. Partain will post all acts anonymously to our Carmen Canvas page under a Discussion post. You are encouraged to read through these accounts for encouragement and examples on how to be kind towards others. While Dr. Partain realizes that it will be easy to fabricate these interactions, she hopes that you all take this extra credit opportunity seriously.
- **Miscellaneous.** There may be extra credit opportunities throughout the semester that I offer as a way to boost your grade. Please note that the University limits the amount of extra credit per class to be 3% of the total points for the semester. This means that, at most, you can earn 30 points extra credit in this course because our course has a total of 1000 points possible to be earned.

Writing and Writing Center Help

Everyone can benefit from writing help (including me!). Ohio State University offers resources for students to improve their writing and arguments.

- <https://cstw.osu.edu/make-writing-center-appointment>

General Policies and Accommodations

Content Warnings

- There are several chapters in our textbook that I will premise with content warnings. Please be aware that these warnings are meant for you to have agency deciding when and where you choose to be active participants in viewing content that may be violent and traumatic, including situations such as physical violence, racial violence, mentions of childhood abuse, gender-based violence, and sexual assault, among other situations. Please reach out to Dr. Partain if you have concerns about any content this semester.

Academic Conduct

- Ohio State University and the School of Communication takes cheating very seriously. Cheating in any form will not be tolerated. This includes the use of others' work without proper citation, partially or wholly copying someone else's work out of class or in-class on exams or any other materials, and the use of notes or unauthorized materials in any form during exams. **The use of ChatGPT, or any other generative AI, for any purpose in this class is not allowed. The use of translation of grammatical software—such as Grammarly—is not allowed to be used on exams.**
- OSU provides the following guidelines in terms of academic misconduct:
 - 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](#).

Academic Accommodations

- Please let me know within the first week of the course if you will require any accommodations for the course. I will be happy to meet with students to discuss all accommodations. Your ability to complete this course may be circumvented by institutional policies and normative social practices. I will do my best to ensure that the classroom space is equitable and accessible.
- OSU provides the following guidelines for disability services:
 - 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.

Mental Health, Trauma, and Wellness Services

- According to Mayo Clinic, up to 44% of college students reported symptoms of depression and anxiety. During the initial stages of COVID-19, as many as 1 in 3 college students experienced depression, anxiety, or both. There are many factors that can contribute to student health and wellness issues on campus, including feelings of uncertainty, feeling overwhelmed, sexual assault, physical assault, depression, anxiety, and isolation, among other reasons. Ohio State University offers a number of services to assist students in these areas (listed below). If you have any questions about these resources or how your experiences are affecting you and your ability to complete my course, please do not hesitate to come talk to me.

Resources:

- Counseling and Consultation Services: <https://ccs.osu.edu/services/on-demand-services>
- Sexual Misconduct Response and Prevention: <https://titleix.osu.edu/navigation/get-help/help-resources.html>
- Report a Title IX Violation: <https://titleix.osu.edu/>
 - Ohio State University takes seriously issues of discrimination that may contribute to your mental health and wellness concerns. Below is Ohio State University's non-discrimination notice:
- The university is committed to equal opportunity and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. Ohio State 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, or veteran status in its programs, activities, employment and admission.

Religious Accommodations

- OSU provides the following accommodations for religious observance:

- 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](#))

Intellectual Diversity

- Ohio State provides the following statement regarding 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.

Important C-REP Information

Respectful Communication

- A core goal of the Communication program is to teach students to be professional and respectful communicators. When communicating about C-REP (with the C-REP coordinator, researchers, faculty, graduate students, etc.), students are expected to behave in a professional and respectful manner. As a reminder, students are always expected to adhere to the Ohio State University Student Code of Conduct, OSU's Non-Discrimination, Harassment, and Sexual Misconduct policy, and other governance regarding student behavior.
- Behavior that is unprofessional, disrespectful, hostile, aggressive, or harassing will not be tolerated across any channel (face to face, over email, etc.) If a student violates this policy and receives a warning, they may have the opportunity to redress the situation. For example, they may receive a warning about an inappropriate email and be offered the opportunity to address the issue by rewriting their email in a professional manner. [Examples of professional emails are included below.
- If a student's behavior is threatening, or if disrespectful or hostile communication persists, they will be notified and reported to the appropriate parties, potentially including the Director of the School of Communication, OSU Student Conduct, OSU Human Resources, and/or OSU Civil Rights Compliance.

Email Communication

- Students must use their OSU email to contact the C-REP coordinator, researchers, or anyone else regarding C-REP. This is required to verify your identity as an OSU student. Without this verification, C-REP personnel cannot discuss anything about your role as a student, including your participation in C-REP.
- *Should I email the C-REP coordinator?*
- Most questions can be addressed using resources such as this C-REP Student Guide or the C-REP Answer Bot [<https://go.osu.edu/CREPbot>].
- If you have a concern that is not addressed in any of these materials, please **use the Answer Bot to determine who to contact**.
- The coordinator will typically respond within two business days (24-48 hours). During busy periods, the queue may include hundreds of emails, and thus it may take longer for the coordinator to respond. The C-REP coordinator will answer emails in the order they are received. Please note that sending multiple emails may trigger the OSU email system to re-sort your emails based on the most recently sent (i.e., will push you later in the queue).

Example email to C-REP coordinator

Subject: CREP alternative assignment

Dear [Coordinator name, e.g., Ms. Smith],

I would like to request an alternative assignment because [explain your reason here—for example, your SONA account is locked because of an unexcused no-show; you are under 18; you can't find a study that fits with your schedule].

I am earning credit for [COMM class and instructor, e.g., COMM 1234 with Professor Jones].

Sincerely,
[Student first and last name]

Should I email the researcher?

NOTE: There are many reasons that a student might need to email the researcher of the study. For example, they may need to email the researcher regarding being late to a study or missing a study at the last minute; rescheduling a study; or to check on credits if they have not been assigned after 48 hours/2 business days. The researcher's information can be found in SONA on the study's information page.

Students should email the C-REP coordinator if they need are seeking an excused absence for missing a study or need to resolve an unexcused no-show.

Example email to researcher

Subject: CREP Study [study number] credits

Dear Dr. [Investigator last name],

I am contacting you about Study [include study number]. I participated in the online survey on Monday at 2:25 pm. I checked this morning (Friday) but I have not been awarded credit for the study and wanted to check to see if you received the survey. At the end of the survey I was given this code: 543210.

Thank you,
[Student first and last name]

Course Schedule

Unit 1: Introduction to Communication Theory

Week 1-Starts on 01-12-2026

Lectures:

Welcome Lecture and Lecture on Ch.1 and Ch. 2

Assignments:

Familiarize yourself with the course. Watch all videos in the welcome module, especially those about Connect.

Read Ch.1 and Ch.2 using Connect's Smart Book

Weekly Reviews due for Ch. 1 and Ch. 2.

Provide a brief introduction of yourself.

Quiz:

Take Week 1's quiz on Ch.1 and Ch. 2

Extras:

Watch CREP introduction video and think about completing studies early in the semester.

Week 2-Starts on 01-19-2025

Lectures:

Weekly Welcome Lecture and Lecture on Ch. 3 and Ch. 4

Assignments:

Familiarize yourself with the course. Watch all the videos in the welcome module, especially those about Connect. Read the Syllabus.

Read Ch. 3 and Ch. 4 using Connect's Smart Book

Weekly Reviews due for Ch. 3 and Ch. 4

Quiz:

Take Week 2's quiz on Ch.3, Ch. 4, and the Syllabus

Extras:

Watch CREP introduction video and think about completing studies early in the semester.

Unit 2: Relational Communication-Interpersonal and Organizational

Week 3-Starts on 01-26-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 5, and Lecture on Ch. 8

Assignments:

Read Ch. 5 and Ch. 8 using Connect's Smart Book

Weekly Reviews due for Ch. 5 and Ch. 8

Quiz:

Take Week 3's quiz on Ch.5 and Ch. 8

Extras:

None

Week 4-Starts on 02-02-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 12, and Lecture on Ch. 7

Assignments:

Read Ch. 12 and Ch. 7 using Connect's Smart Book
Weekly Reviews due for Ch. 12 and Ch. 7

Quiz:

Take Week 4's quiz on Ch.12 and Ch. 7

Extras:

None

Week 5-Starts on 02-09-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 13, and Lecture on Ch. 22

Assignments:

Read Ch. 13 and Ch. 22 using Connect's Smart Book

Weekly Reviews due for Ch. 13 and Ch. 22

Quiz:

Take Week 5's quiz on Ch.13 and Ch. 22

Extras:

None

Unit 3: Persuasion

Week 6-Starts on 02-16-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 14, and Lecture on Ch. 15

Assignments:

Read Ch. 14 and Ch. 15 using Connect's Smart Book

Weekly Reviews due for Ch. 14 and Ch. 15

Quiz:

Take Week 6's quiz on Ch.14 and Ch. 15

Extras:

Begin midterm preparation.

Week 7-Starts on 02-23-2026

Lectures:

Weekly Welcome Lecture on Ch. 16

Assignments:

Read Ch. 16 using Connect's Smart Book

Weekly Review due for Ch. 16

Quiz:

Take Week 7's Quiz on Ch. 16

Extras:

Use time to complete at least one CREP study. I recommend completing two or more.

Week 8-Starts on 03-02-2026—MIDTERM Week

Lectures:

None

Assignments:

None

Quiz:

None

Extras:

COMPLETE MIDTERM Open March 4th 11:59PM EST-March 8th 11:59PM EST

Unit 4: Communication and Culture-Intercultural and Mass Communication

Week 9-Starts on 03-09-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 34, and Lecture on Ch. 28

Assignments:

Read Ch. 34 and Ch. 28 using Connect's Smart Book

Weekly Reviews due for Ch. 34 and Ch. 28

Quiz:

Take Week 9's quiz on Ch. 34 and Ch. 28

Extras:

None.

Week 10-Starts on 03-16-2026-Spring Break

Spring Break Week

Week 11-Starts on 03-23-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 27, and Lecture on Ch. 29

Assignments:

Read Ch. 27 and Ch. 29 using Connect's Smart Book

Weekly Reviews due for Ch. 27 and Ch. 29

Quiz:

Take Week 11's quiz on Ch. 27 and Ch. 29

Extras:

Use time to complete at least one CREP study.

Week 12-Starts on 03-30-2026

Lectures:

Weekly Welcome Lecture, Lecture on Morality (Reading in Modules and files), Lecture on Ch. 25,

Assignments:

Read Ch. 25 using Connect's Smart Book

Read Morality chapter (The Intuitive Dog and its Rational Tail, Haidt, J., 2012)

Weekly Review due for Morality section

Weekly Reviews due for Ch. 25

Quiz:

Take Week 12's quiz on Ch. 25 and Moral Foundation Theory

Extras:

None.

Week 13-Starts on 04-06-2026

Lectures:

Weekly Welcome Lecture and Lecture on Ch. 36

Assignments:

Read Ch. 36 using Connect's Smart Book

Weekly Review due for Ch. 36

Quiz:

Take Week 13's quiz on Ch. 36

Extras:

C-REP Work

Week 14-Starts on 04-13-2026

Lectures:

Weekly Welcome Lecture, Lecture on Ch. 35 and Ch. 37

Assignments:

Read Ch. 35 and Ch. 37 using Connect's Smart Book

Weekly Reviews due for Ch. 35 and Ch. 37

Quiz:

Take Week 14's quiz on Ch. 35 and Ch. 37

Extras:

Finish CREP work, if not completed.

Week 15-Starts on 04-20-2026—FINAL EXAM Week.

Lectures:

None

Assignments:

None

Quiz:

None

Extras:

All CREP study participation/requesting C-REP alternative assignment due by 04-20-2026, by 9pm EST
C-REP alternative assignment due by 04-27-2026 at 9pm EST.

The Final Exam Review Quiz will be released on April 20th and will be due by April 22nd at 11:59PM EST. The **Final Exam** will be released on April 22nd at 11:59pm EST and will be open until April 26th, at 11:59pm EST. Exams will not be accepted past this due date for any reason.