



Syllabus

Communication 1101

The History of Communication

Spring 2025

3 Credit Hours

In-person, Tues/Thurs 11:10-12:30, Jennings Hall 001

Course overview

Instructor

- Name: Dr. Melissa Foster
- Email Address: foster.1182@osu.edu
 - Be sure to email osu.edu NOT buckeyemail
- Office Hours: Email me to make an appointment;
 - Include (1) the name of this class; (2) a brief description of what you'd like to discuss; (3) your availability for the upcoming week

Note: My preferred method of communication is office hours (see introduction video for information on why that is) or through the discussion boards on Carmen. To find the discussion boards, open our class in Carmen and click on the “Discussions” tab on the left. There are separate discussion boards for “Questions about the lecture materials” and “Questions about upcoming assignments” that I answer daily and highly recommend you stay up to date on.

Teaching Assistants: Please contact the TAs if you have read their comments on your application assignments but have questions remaining about the grade. Rather than reply within the grade tab in Carmen (which doesn't have the functionality to notify us that you've posted a comment), be sure to email your question. TAs can



only answer questions about assignments they graded; they do not have office hours in this class.

C-REP: Please contact the C-REP coordinator if you have any questions about C-REP, see the Student Handbook in Carmen

Discussion Boards: If you have questions about lecture materials or upcoming assignments, please post these on the class discussion boards. Be sure to follow along with the discussion boards throughout the semester.

IT Service Desk: 614-688-HELP (4357) If you have problems relevant to technology (e.g. issues with your laptop or software), please call the IT Service Desk. You can also visit the [IT Service Desk Website](#)

<u>Your Question is About...</u>	<u>Who/How to Contact</u>
Upcoming Assignments	Your instructor via Discussion Boards in Carmen or office hours
Lecture Materials	Your instructor via Discussion Boards in Carmen or office hours
Personal Concerns	Email your instructor to schedule office hours
Graded Assignments	Email the TA after reading their feedback
C-REP	Email C-REP coordinator (see Student Handbook in Carmen)
Technical Issues (software, hardware, Carmen support, etc.)	Call the IT Service Desk at 614-688-4357



Course description

This course will be delivered in person, with weekly due dates for assignments, and provides a brief overview of the history of human communication. We'll focus primarily on more recent history (the last couple of hundred years) but will begin with the earliest known communication artifacts and progress rapidly from there.

Most of what we will cover is in the realm of mass communication. We will explore how communication changed as society changed, and the role of communication in producing social changes of various sorts. Importantly, we will be making connections between issues and events from the past to the world we are living in today.

You'll be responsible for material covered in the lecture or in assigned readings from the text (see below) as well as additional visual material (movies, radio programs, etc.).

Course Objectives:

Communication COMM 1101 is a GEC course in Category 2, Breadth, B. Social Science, subcategory (1) Individuals and Groups. Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. Courses that fulfill this requirement have the following learning objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Meeting Course Objectives:

1. To provide you with an introduction to the history of communication.
 - Via lecture materials tracing the known history
 - Through reading materials focusing on human communication history
 - Through examination of major mass communication mediums and how they interrelate



2. To introduce you to the theory and methods of understanding history.

- Through a lecture covering some of the important theories and methods of how we can understand what has happened before
- Through practice in doing your own historical research
- Through writing summaries of the results of your own research
- Through providing illustrative examples of these approaches throughout our examination of media history

3. To explore the ways in which media presentations may have different impacts for differing ethnic or racial groups and the interplay between societal/cultural values and media content.

- By examining historical media content within the social norm context in which it evolved
- Through an example overview of the early African American cinema and ideas of in-group and out-group behavior
- By examining the relationship between African American portrayals in media content, producers' goals, and audience members' reactions

4. To develop your ability to comprehend and assess individual and group values as reflected in media content history, and to recognize their importance in social problem solving and policy making.

- By examining the development and differences in media regulation and policy
- By exploring the relationship between violent behavior and media content
- By studying the role of free speech in relation to media effects

Mode of delivery

This class will meet in-person every Monday and Wednesday unless otherwise noted. More details can be found in the "Student Participation Requirements" section below and the course schedule on the last several pages of the syllabus.



Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Pace of activities

Every week, you should attend class twice, complete an online quiz, submit a weekly assignment in which you elaborate on a real-world example of concepts discussed in class that week (application assignments), and a reflection assignment. There is also a research assignment.

Writing style

See this [Website on How to Write a Professional Email](#)

Tone and civility

In the social sciences, you can (and often should) share your opinions. However, it is important that you support your opinions with evidence and be respectful of others.

Citing your sources

We will be using APA format to cite sources. It is not a problem if APA format is new to you. I will have a lecture on this topic that is working off the assumption that you have not learned APA format before.

Protecting and saving your work

I highly recommend saving your work as you go. Consider OneDrive to save your work online.



Course materials and technologies

Textbooks

Required

None: All reading materials will be available on Carmen

Other fees or requirements

There are no additional fees for this class

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 it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@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 (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested



- 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. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



Grading

How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	120 points total (14 quizzes will be given over the semester. The lowest 2 quiz scores will be dropped. So, the remaining 12 quizzes are 10 points each)
In-Class Discussions	230 points total (We meet 28 times, and you can miss up to 5 of these without losing points. So, the remaining 23 in-class discussions are worth 10 points each)
Weekly Application Assignments	480 points (14 discussions, the lowest 2 will be dropped from the final grade, so the best 12 are worth 40 points each)
Reflections	120 (14 planning and self-checks). These are graded for completion. The lowest 2 are dropped. So, the best 12 are worth 10 points each.
C-Rep	50 points
Total	1000 points = 100%



Description of major course assignments

C-REP

See Student Handbook in Carmen

Quizzes

Weekly, online quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice and True/False items. Quizzes will have approximately 5 to 10 questions.

The only resource you may use on quizzes is your own notes or class materials available in Carmen (e.g., slides). You may not work together.

Application Assignments:

- Students respond to prompts in Carmen (about 2-pages of text, not including the title page and references, though not all of these are in paper format) by integrating information from lectures and outside sources. These outside sources should include at least one peer-reviewed article and one newspaper article.
- These will be evaluated on their ability to address the prompt with clear and concise integration of information from lecture, at least one peer-reviewed source, and at least one newspaper article. Responses should be in APA format and conform to each assignment guidelines.
- Academic integrity and collaboration guidelines:

Standard academic practices are expected. You may use AI to get ideas for topics or help with grammar. However, please do not use the actual information from AI (since they are not yet reliable) and do include a citation/reference for any ideas you got from it. Microsoft Copilot and Google's Gemini are the only AI services that OSU has a security understanding with, but you must be logged in with your OSU credentials for these features.



Late assignments

Please keep track of when things are due. Submitting your work is the most important part of each assignment. The assignment is not complete until it has been uploaded to Carmen.

Late work and submission details: This class already has many accommodations built into it, per universal design. These include: (1) You can miss up to 5 classes without losing any of the in-class points; (2) aside from the in-class discussions (which are graded for completion rather than correctness), the rest of the assignments are asynchronous; (3) there are no midterm or final exams; (4) there are no textbooks or other materials required for purchase; (5) there are no time limits on quizzes; (6) the lowest grades (including zeros for missing assignments) are dropped from the final grade in lieu of accepting late work—which is about 2 weeks of work out of a short, 14-week semester; and (7) there is no single assignment worth more than 5% of your final grade, and (8) reflection assignments are graded for completion rather than correctness.

Thus, late work will not be accepted for any reason. This means that regardless of tech issues, joining the class late, illness, injury, emergency, bereavement, etc. you cannot submit late work. With 2 out of 14 weeks of lowest grades (including zeros for missed assignments) being dropped, that's already more time off permitted than any job I can imagine with sick time, vacation time, and bereavement all combined. We would not be able to meet our class goals (and thus maintain class accreditation) if late work was accepted on top of this. Neither is it reasonable to expect that you could catch up on late work and stay up on current work at the same time, without incurring a good deal of stress. Likewise, your professor is a real human who also cannot grade late work while keeping up with grading (and thus keeping course accreditation). Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances.

Assignments are not counted as submitted unless you have submitted them in Carmen. Please do not email your work to your professor.

Before you submit an assignment:

All writing assignments and exams must be submitted to our class website by the deadline. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.



When you are ready to submit your assignment or exam, make certain it is visible to others. This means not using any software that standard university computers don't have (e.g., don't use Apple's "pages" since non-Apple computers can't open them), and make sure no permissions are required to open a document. For example, Google Docs can be problematic as can using links to assignments rather than uploading the actual document. Submissions that cannot be viewed will not be graded.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen. Here it is step by step:

- = After submitting the assignment, you should be taken back to the main page for the assignment
- = On the right-hand side is a submission status
- = To verify that everything uploaded correctly, click on 'Download [filename]'; you might want to save it to a different location on your hard drive than the original, or rename it during the download process, to avoid overwriting your original
- = Open the downloaded file and make sure everything looks correct

Recall that you will be graded on what you submit by the deadline, even if it was not what you intended to submit. So, it's important that you check to be sure your submission was correct. I also recommend checking your uploaded work on a different computer than the one you wrote it on.

Grade Disputes: Any dispute about a grade must be taken up with the professor within one week of the grade posting. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed and may result in the grade being increased, decreased, or remaining the same. However, if it comes to my attention that a mistake has been made in a TAs grading, I may correct that at any time.

Page Limits: Papers use APA formatting (e.g., 1-inch margins) and adhere to the page limits. Points will be deducted for going over the limit, even if just by a small amount (there has to be a cut off somewhere). Communicating concisely is an important skill and having the same page limit for everyone keeps assignments fair



Grading Scale

Letter Grade	Percent
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
Failing	0-59.9

Rounding: Carmen Canvas does not round fractions up. Please take that into account in computing grades. I must make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be; it's not fair to other students.

Viewing Grades in Carmen: Also, please note that Carmen has different settings for viewing your grades. There is a setting in which assignments that are not completed are counted as a "zero" and a setting in which incomplete assignments are not yet counted in the final grade. So, if you are calculating your grade throughout the semester, make sure you are factoring in any assignments you failed to turn in on time as a "zero".

General grading criteria:

An "exceptional" grade on the rubric means that there are no recommendations for improvement. It is publishing quality. "Above Average" means that while there is some room for improvement, the assignment is still above average and suggestions for



improvement are minor (it would only take a few minutes of work to be publish quality). “Average” grades mean that the main aspects of the assignment have been addressed but there is non-trivial room for improvement. It would take more than just a couple of minutes to be publish-quality. Assignments that are graded in the “Needs Improvement” category have either missing components or incorrect information.

Instructor feedback and response time

Assignments will generally be graded about a week after they are due. The TA or I write personal feedback on everyone’s assignments. Please see [this two-minute video on where to find feedback in Carmen](#)

My answers on the discussion boards will be provided every 24 hours. Due to high volumes of emails, these may take longer than discussion boards (about 48 hours) to respond to.

I also post announcements on Carmen in the “Announcements” tab about once a week. I recommend signing up for email notifications so you know when these are posted.

Academic policies

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, Sudowrite, 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.

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.

Policy: Religious Holidays, Holy Days and Observances

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/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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; and 4. Faculty member.

Copyright

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.

Counseling and Consultation Services / Mental Health Statement

Columbus:

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Lima:

Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential mental health services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS by emailing Samantha Haudenschild at haudenschild.11@osu.edu or by calling 567-242-7158. You may also reach an on-call counselor when Dr. Haudenschild is not available by calling 614-292-5766. For more information about Lima Campus resources, to request an appointment, or to access options for crisis resources, visit our website: go.osu.edu/LCCS. In addition, students from all campuses may access certain resources offered by Columbus Campus Counseling and Consultation Service. For more information, check their website at ccs.osu.edu. If you are experiencing a clinical crisis, are in need of emergency assistance, are have thoughts of harming yourself, you may contact the National Suicide Prevention Hotline by dialing 988; call 9-1-1 for emergency assistance; or go to your nearest hospital emergency room.

Mansfield:

If you or someone you know are suffering from any of the aforementioned conditions on the Mansfield Campus, you can learn more about the broad range of confidential mental health services available on campus by visiting <https://www.newdirectionsforlife.com/sap/> or calling 419-529-9941. Their offices are located in Student Support Services, Ovalwood, Second Floor. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Marion:



The Office of Counseling & Wellness: Services for students are available through tele-mental health appointments via Zoom. Mental health concerns or stressful events can lead to diminished academic performance or a reduction in the ability to function well. If you or a student you know is struggling with life on or off-campus, help is available by calling 740-725-6349 or emailing Leslie Beary (beary.4@osu.edu). If you are in crisis, call 9-1-1. To speak to someone outside of normal office hours, students can reach the Ohio State After-Hours Line at 614-292-5766. Help is also available through the National Suicide Prevention Lifeline by calling 800-273-8255 or contacting Crisis Text Line by texting 4Hope to 741-741.

Newark:

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 Services (<https://newark.osu.edu/office-student-life/counseling> / or 740-755-7262). Twenty-four-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.



Other related resources

Syllabus Changes: The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if any changes occur.

Gifts: While it is very sweet that students sometimes try to give gifts to their professors, we cannot accept them (it's a legal issue). However, if you have a professor that you feel has made a positive impact on your time at the university, you can nominate them for an award (such as one of these) rather than any kind of gift. Kind emails at the end of the semester are always a nice alternative to gifts as well!

Buckeye Alert: I keep my phone on silent during class. If there is any kind of alert I should know about, please feel free to interrupt and let me know.

Letters of Recommendation: I write letters of recommendation only when it would be a good letter. This means that I would need to be able to include specific examples of skills you have. If I can only speak to your grades, that would not be a good letter. If you would like to request a letter, please copy and paste these items into a MSWord document to email to me.



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

All assignments are due at 11:59pm, Eastern Time Zone.

Section 1: Concepts and Contexts

What are we doing in this class, and why are we doing it?

Module 1: Introductions

Tuesday, January 13th

- Warm Up (about 5 minutes)
 - I will put you into small groups for a short icebreaker activity
- Lecture (about 50 minutes)
 - I will go over the class goals, structure, and expectations
- Discussion 1 (about 20 minutes)
 - Each day, we will have a short, small group discussion, you will be with the same group that you were with for the warmup. Generally, check Carmen to see what group you're in since that dictates where you will sit in class. However, for today, I'll have a little map of the class to show you which group you're in. Your group also needs to turn in a discussion sheet. Today's discussion will be to look at the course objectives and talk about how confident you are that you can do those things already and what you might want to get out of this class.
- Wind Down (about one minute)
 - We will end each class session with a very short (about one minute) wind down. It's literally just me reading you a paragraph from a book. It's our way of having a routine and a clear ending

Thursday, January 15th

- Warm Up
- Lecture
 - Today's topic is: Why History Matters
- Discussion 2
 - Today's topic: Based on our discussion of why history matters, what do you think you might want to learn more about? This could turn into your topic for the application assignment this week.
- Wind Down

Assignments Due Outside of Class on January 20th at 11:59pm

- Quiz #1.



- Application Assignment # 1. Share an example of the history of communication being relevant to our world today based on one of the reasons we discussed in lecture. See Carmen for details.
- Reflection #1
- C-REP: SEE STUDENT HANDBOOK FOR SPECIFIC DUE DATES

Module 2: How we study the history of communication

Tuesday, January 20th

- Warm Up
- Lecture
 - Topic = How can you find, evaluate, use, and cite sources?
- Discussion 3
 - Practice finding sources and share with your group what you found
- Wind Down

Thursday, January 22nd

- Warm Up
- Lecture
 - Topic = What methods can be used to study the history of communication?
- Discussion 4
 - Discuss what topics you're most interested in for the history of communication. Hopefully this will give you some good ideas for what you'll cover in the application assignment.
- Wind Down

Assignments Due Outside of Class on January 27th

- Quiz #2
- Application Assignment #2: Asking good questions and finding good answers
- Reflection #2

Module 3: Technological Determinism and Social Determinism- How communication technology impacts society and visa versa

Tuesday, January 27th

- Warm Up
- Lecture
 - Topic: Early communication tech (e.g., writing & printing)
- Discussion 5
- Wind Down



Thursday, January 29th

- Warm Up
- Lecture
 - Topic: Electric and Digital communication technology (e.g., the telegraph and Zoom)
- Discussion 6
- Wind Down

Assignments Due Outside of Class on February 3rd

- Quiz 3
- Application Assignment #3: Choose a communication medium that impacted society (technological determinism) or a way that human issues impacted the development of technology (social determinism) to explain
- Reflection #3

Section 2: How did we get here?

Better understanding the world today by exploring what happened in the past to create it.

Module 4: The News-What is the purpose of news, and how has it evolved over time in America to shape our lives today?

Tuesday, February 3rd

- Warm Up
- Lecture: A brief history of news in America
- Discussion 7
- Wind Down

Thursday, February 5th

- Warm Up
- Lecture: A brief history of global news
- Discussion 8
- Wind Down

Assignments Due Outside of Class on February 10th

- Quiz 4
- Application Assignment #4: Find someone over the age of 40 to interview about an eventful moment of news. See Carmen for details and topic ideas.
- Reflection 4



Module 5: Media and Social Reform-How has entertainment media shaped our world?

Tuesday, February 10th

- Warm Up
- Lecture
 - Topic = What are some examples of social movements that were influenced by media?
- Discussion 9
- Wind Down

Thursday, February 12th

- Warm Up
- Lecture
 - Topic = How visual media influence specific social movements?
- Discussion 10
- Wind Down

Assignments Due Outside of Class February 17th

- Quiz 5
- Application Assignment #5: Pick a social movement and a communication technology that impacted it to explain as if you're talking to someone who doesn't have a background in the topic.
- Reflection 5

Module 6: Representation-Does media representation influence society, and if so, how?

Tuesday, February 17th

- Warm Up
- Lecture: Representation and Stereotypes in Entertainment Media
- Discussion 11
- Wind Down

Thursday, February 19th

- Warm Up
- Lecture: Representation and Stereotypes in Advertisements



- Discussion 12
- Wind Down

Assignments Due Outside of Class Feb 24

- Quiz 6
- Application Assignment #6: Pick a field of media (e.g., advertising, cinema, social media, etc.) and provide information about representation in it historically with a comparison to what it's like today
- Reflection 6

Module 7: Attention Grabbing-Media is meant to get and keep our attention. How has that impacted the world?

Tuesday, February 24th

- Warm Up
- Lecture: Attention grabbing in games (e.g., game shows, video games, etc.)
- Discussion 13
- Wind Down

Thursday, February 26th

- Warm Up
- Lecture: Attention grabbing advertising (e.g., ballyhoo, political ads, social media, etc.)
- Discussion 14
- Wind Down

Assignments Due Outside of Class March 3rd

- Quiz 7
- Application Assignment #7: Please find a historical example of a communication technology in which content was designed to grab your attention. E.g., commercials for a product or service, political ads, etc. How did that impact individuals and/or society?
- Reflection 7

Section 3: Where are we going?

Media regulations and how they might continue to impact individuals and society.

Module 8: New Tech Pros and Cons

How have we adapted in the past, and what does that say about our future?



Tuesday, March 3rd

- Warm Up
- Lecture: The internet
- Discussion 15
- Wind Down

Thursday, March 5th

- Warm Up
- Lecture: Smart phones
- Discussion 16
- Wind Down

Assignments Due Outside of Class March 10th

- Quiz 8
- Application Assignment #8: Please choose a new (or newish) communication technology and discuss the pros and cons. Some examples of technologies you could use include social media (social media in general would be fine, but it would also be fine to hone in on one platform), smart phones, Zoom, AI, etc.
- Reflection 8

Module 9: Media Ownership-How has media been owned in the past, and how might that influence our future?

Tuesday, March 10th

- Warm Up
- Lecture: Define concepts, discuss why it matters, cover radio as an example
- Discussion 17
- Wind Down

Thursday, March 12th

- Warm Up
- Lecture: Tech giants then and now (e.g., Microsoft in the 1990s and Google today)
- Discussion 18
- Wind Down

Assignments Due Outside of Class March 24th

- Quiz 9



- Application Assignment #9: Choose a communication medium (e.g., news in America, radio, movies, etc.) and discuss how it has been owned historically. How did that ownership structure influence individuals and society?
- Reflection 9

Module 10: Censorship-What is allowed in media, how has that changed over time, and what can we expect that to do for the future?

Tuesday, March 24th

- Warm Up
- Lecture: Censorship by method
- Discussion 19
- Wind Down

Thursday, March 26th

- Warm Up
- Lecture: Historical examples
- Discussion 20
- Wind Down

Assignments Due Outside of Class March 31st

- Quiz 10
- Application Assignment #10: Please choose a communication medium (e.g. The Internet, Hollywood movies, Bollywood movies, etc.) and discuss how it has been censored historically versus today. Be clear in how you are defining "censorship".
- Reflection 10

Module 11: New Tech Adaptations

How has media been regulated in terms of laws, safety, security, etc.

Tuesday, March 31st

- Warm Up
- Lecture: Why we need to adapt
- Discussion 21
- Wind Down

Thursday, April 2nd

- Warm Up
- Lecture: Examples



- Discussion 22
- Wind Down

Assignments Due Outside of Class April 7th

- Quiz 11
- Application Assignment #11: Pick a new (or newish) communication technology and describe how people responded to it when it first came out. How is it used or considered today? Some ideas for communication technologies you could write about include video games, computers, or social media.
- Reflection 11

Section 4: Reflections and Applications
What can we DO about all of this?

Module 12: Political Rhymes

How can we guess the future by exploring the past?

Tuesday, April 7th

- Warm Up
- Lecture: Authoritarian Communication
- Discussion 23
- Wind Down

Thursday, April 9th

- Warm Up
- Lecture: Slander, Satire, and Misdirection
- Discussion 24
- Wind Down

Assignments Due Outside of Class April 14th

- Quiz 12
- Application Assignment #12: Find a rhyme in communication history and discuss the similarities and differences between the two events/issues you've covered (hint: since it's a rhyme, focus more on the similarities with brief mention of any important differences). Alternatively, discuss a continuation (see Atlantic article re continuation of Reconstruction 2023)
- Reflection 12



Module 13: Making and Sharing a Media Plan

Tuesday, April 14th

- Warm Up
- Lecture: Making a plan for media engagement
- Discussion 25
- Wind Down

Thursday, April 16th

- Warm Up
- Lecture: Talking about media with other people
- Discussion 26
- Wind Down

Assignments Due Outside of Class April 21st

- Quiz 13
- Application Assignment #13: Make a plan for your media engagement in the future based on things you know about the past.
- Reflection 13

Module 14: Reflections

Tuesday, April 21st

- Warm Up
- Lecture: Review and reflect on what the history of communication is, why we study it, how we study it
- Discussion 27
- Wind Down

Thursday, April 23rd

- Warm Up
- Lecture: Review and reflect on how the world today was shaped by events in the past and how we can make decisions about the future based on the study of history
- Discussion 28
- Wind Down

Assignments Due Outside of Class, April 29th

- Quiz 14
- Application Assignment #14: Reflection on the semester in terms of a TED Talk style presentation



- Reflection 14-Look back at the course goals. Which ones do you feel very confident about and which do you not?

Congratulations on Reaching the End!