**COMM 4600 Communication and Emotion**

###### Autumn 2015 T/Th 12:45 pm – 2:05 pm Knowlton Hall 190

Instructor

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 pls let me know when you plan to come in

**Teaching AssistantS**

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Office hours: Tuesdays, 2:00 p.m. to 3:30 p.m., Fridays, 10:00 a.m. to 11:30 a.m., and by appointment

Course Description

Affects are crucial for the individual to ‘function.’ Moods have been called the ‘frame of mind’ because of their broad influence on information processing and behavior. In modern media-saturated societies, the role of affect is crucial in communication. Messages from news and entertainment are typically designed to ‘play’ on emotions. Americans spend more than 10 hrs/day with media--a lot of their affective experiences are induced or influenced by media exposure. This seminar will introduce students to theories of affect and methods of measuring and manipulating affect. Then we will examine theories and research that have considered affects as important components of the communication process and its effects.
The purpose of this course is to introduce students to theory and research on communication and emotion—more specifically, (1) to help the student develop an understanding of what emotions are, how they evolve, and what they ‘do’ for people; (2) to examine and grapple with a number of perplexing theoretical and practical issues involved in developing useful theories of communication and emotion.

**COURSE OBJECTIVES**

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| --- | --- |
| 1. **acquire basic understanding of emotion theories and concepts**: define emotion as a general construct as well as specific emotions; explain/compare different theoretical and methodological approaches to the study of emotion
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| 1. **understand how emotions shape media uses and effects:** identify instances of media messages that likely instigate certain emotions; describe the relevant emotions that occur in response to the media message
 |  |
| 1. **apply this knowledge to design messages/interventions and/or prevent undesirable media effects**: create (draft) messages to generate specific emotions and desired media effects; create (draft) messages to prevent undesired media effects; formulate guidance to message designers (for effective message design that utilizes emotional appeals); provide advice to lay recipients (to enhance media literacy)
 |  |
| **Objectives regarding overarching skills (not content-specific):** empower students through more analytical and more creative thinking to view media messages critically, go beyond lay/intuitive thinking; advance ability to acquire, organize, interpret and present complex scientific information (for different audiences); improve writing and presentation skills, team work skills |  |
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Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### REQUIRED Readings

## Readings are provided via links on Carmen site/eReserves or TopHat.

# Study Guidance

You will find study questions on the Course Website that reflect the course material and that should be a great help for you to work on the content, either individually or together with classmates. You can answer these questions, discuss them in a group, and send your carefully written responses in case you are uncertain or desire feedback to the TA or the instructor. Your instructor or the TA can provide individual feedback or use responses to clarify questions in class.

###### POLICIES

Exams: Exams are to be taken on the designated exam dates. It is your responsibility to note the day/time of exams/assignments NOW and make sure you will be able to attend all the exams and complete the assignments. If you have any schedule conflicts, you should either rearrange your schedule so that you can complete all of the work or drop the class. No make-ups are allowed except in the case of an emergency. Having more than one exam on a particular date does not qualify as an emergency.
In the rare event that an emergency arises, it is the student’s responsibility to 1) inform the instructor prior to the exam time, and 2) provide the instructor with written documentation of the emergency (e.g., medical note from certified physician) or an explanatory statement for absence form (available at <http://www.shc.osu.edu/posts/documents/absence-excuse-form.pdf>).

Readings & Participation:Students are expected to participate fully and positively in class discussions and activities. The reading material might be more easily ‘digested’ after the associated class session but should be read before the exam/activities linked to it.

Course Communication: Some course materials will be presented online, and some course communication will use online channels. Hence, it is absolutely essential that you have access to the Internet and a working OSU e-mail address. Online discussions, chat, and other forms of online interaction may be conducted through CARMEN.

TopHat: We will further use TopHat, an interface for student input and interaction that was introduced by OSU in summer 2015. You will create a tophat account, which will enable you to submit responses during and outside of class sessions via computer, mobile device, or phone. Further information is available at tophat.com. Please note that **TopHat use is FREE** for OSU students (even though you may see prompts to purchase materials).

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 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/info_for_students/csc.asp>).

The university's [Code of Student Conduct](http://studentaffairs.osu.edu/resource_csc.asp) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."
While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

* Violation of course rules;
* Violation of program regulations;
* Knowingly providing or receiving information during a course exam or program assignment;
* Possession and/or use of unauthorized materials during a course exam or program assignment;
* Knowingly providing or using assistance for a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
* Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for an assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
* Submitting plagiarized work for a course/program assignment;
* Falsification, fabrication, or dishonesty in conducting or reporting research results;
* Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam;
* Alteration of grades in an effort to change earned credit or a grade;
* Alteration and/or unauthorized use of university forms or records.

Illnesses/documented absences: In order to allow for compensation of missed work, the grading policy and the assignments allow for choices and some flexibility in the scheduling. It is advisable to submit homework assignments at least a few days before the deadline and to fulfill the assignments early in the semester. Completion of all assignments and exams assures the greatest chance for students to develop heightened understanding and content mastery. The opportunity to complete all assignments and exams supports the university's desire to enable students to make responsible situational decisions, including the decision to avoid spreading a contagious virus to other students, staff, and faculty, without endangering their academic work. Students with the flu do not need to provide a physician's certification of illness but can work with the explanatory statement for absence form (see link above). However, ill students should inform the course instructor through email as soon as possible that they are absent.

Technology in the Classroom

We encourage you to bring your laptop computer to class if you want to use it to make notes or to reference reading materials and PDF files containing the course readings. However, these must be used ONLY for the intended purpose of furthering your education and participation in the class and must not become a distraction to yourself or others. That means you should not be using these devices, smart phones or tablets for web surfing, texting, using Skype, playing games or whatever else that is not related to our class discussions and activities. We reserve the right to ban all such devices from the classroom if this rule is abused.

In addition, please turn off phones, PDAs, or other devices that make noise during class—unless you must use the device to submit TopHat responses. When you are in class, it is important to give your full attention to any person who is speaking (e.g., professor, GTA or another student). During class, avoid reading newspapers, sending text messages or email, browsing online, sleeping, talking while others are talking, etc. If you engage in these or other disruptive behaviors during class, you will be asked to leave.

##### Evaluation

**The maximum of regular points is 100.**

**Standard OSU grading scheme is for final grade:** 93--100 (A), 90--92.9 (A-), 87--89.9 (B+), 83--86.9 (B), 80--82.9 (B-), 77--79.9 (C+), 73--76.9 (C), 70--72.9 (C-), 67--69.9 (D+), 60--66.9 (D), Below 60 (E).

Final Grade Components

|  |  |
| --- | --- |
| **Assignment** | **Maximum Points** |
| * Three exams, each of worth 20 points
 | 60  |
| * Lecture attendance points
 | 3 |
| * Activities (students must submit 8 out of 10 activities offered to be able to earn full points)
 | 20 (2.5 points each) |
| * Group Presentation
 | 8 points (all group members get same score) |
| * Presentations attendance and feedback
 | 4 points |
| * Four Online Comments (students must submit comments for 4 out of 10 activities offered to be able to earn full points)
 | 4 (1 point max each) |
| * Post final project
 | 1 |
| **Total** | 100 |

 Bonus points/extra credit as offered to everyone in the class—no individual arrangements!

###### GRADING/ASSIGNMENTS

Exams. The exams will cover the material discussed in class and the readings and will consist of multiple choice and short answer questions. Examinations are not cumulative. The questions will be designed to test not only your recall of information, but also your ability to apply the information to real-world situations and specific media content. In addition, questions will be designed to tap your ability to compare theories and critically evaluate their relative strengths and weaknesses.

It is very important to be on time for the exams. As soon as the first student hands in his/her exam, your instructor may refuse additional students to begin taking the exam.

Activities. Activities in class and occasional outside of class will serve to engage students with the topic in a variety of ways. It is important to note that the majority of these activities serve to prepare the students for their class presentation at the end of the semester.

* There will be 10 activities, worth 2.5 points each.
* The maximum sum score for these activities is 20 points.
* Students are free to choose which activities they will work on.
* Only submissions that meet the deadline will earn points. **All activities are due** **9:00 AM Friday of the week; online comments are due 6:00 PM Friday of the week.**

Online Commenting. For 4 of the 10 opportunities for activities, students must submit online comments. Only submissions that meet the deadline (outlined in the schedule and in the specific assignments posted on Carmen) will earn points.

Presentations. Students will form groups in week 4 (four students each) to give 12 min presentations during the last three class sessions in the semester. Several of the activities serve to help students prepare for the presentations. The presentations are worth 8 points; all group member receive the same score. Further guidance on the presentations can be found on Carmen/TopHat.

Attendance: Small in-class questions will occasionally be presented during lecture sessions to allow students to earn points for attendance (0.5 points for a session, to be offered in 7-9 sessions to allow for unplanned absences). During presentations sessions, when a student is NOT presenting, the student will earn 1 point for attendance (be sure to have your attendance recorded).

Schedule: The session schedule on the following page is tentative and subject to change.

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| **Week** | **Topic (Tuesdays)** | **Readings** | **Activity (Thursdays)** | **Max. Activity Points (limits apply)** |
| Week 1Aug 25 | Introduction | Syllabus | 1. TV diary (individual)
 | 2.5 |
| Week 2Sept 1 | What is an emotion? | Niedenthal et al., 2006, Chapt. 1 | 1. Identify real world communication problem & relevant emotion
 | 2.5 |
| Week 3Sept 8 | Evolutionary, cognitive, cultural approaches to emotion | Niedenthal et al., 2006, Chapt. 1, Chapt 9 | 1. Emotion measurement (two dimensional)
 | 2.5 |
| Week 4Sept 15 | Structure and functions of emotion | Niedenthal et al., 2006, Chapt. 2 | 1. Emotion elicitation, cog­nitive appraisal FORM PRESENTATION GROUPS
 | 2.5 |
| Week 5Sept 22 |  Reviewing |  | **Exam I** | 20 |
| Week 6Sept 29 | Emotional responses to media  | Konijn, 2011 | 1. Interview on emotional media use events
 | 2.5 |
| Week 7Oct 6 | Conveying emotion through media | Zillmann, 2011 | 1. Literature search instruction
 | 2.5 |
| Oct 13 | *Autumn Break* | Niedenthal et al. Chapter 8 | 1. Documentary on Gender Differences & Emotion (*individual, online*)
 | 2.5 |
| Week 8Oct 20 | Regulating emotion with media | Knobloch-Westerwick, 2006 | 1. Group work- Lit search and research synthesis
 | 2.5 |
| Week 9Oct 27 | Reviewing |  | **Exam II** | 20 |
| Week 10 Nov 3 | Emotion and politics/information in the media | Brader et al., 2011, 2013 | 1. Discuss examples on politics/infoWork on relevance of real world problem for presentation
 | 2.5 |
| Week 11Nov 10 | Emotion and entertainment in the media | Young 2012 | 1. Discuss examples on entertainmentWork on communication strategy for presentation
 | 2.5 |
| Week 12Nov 17 | Emotion and persuasion | Green & Dill, 2013 | **Exam III**  | 20 |
| Week 13, Nov 24 | *Thanksgiving* |  |  |  |
| Week 14Dec 1 | **Presentations** |  | **Presentations** | 8 |
| Week 15Last day of class: Dec 8 | **Presentations** |  |  | 4 |
| Finals week | **Final project upload** |  |  | 1 |
|  |  |  | Lecture attendance & online comments pts | 7 |