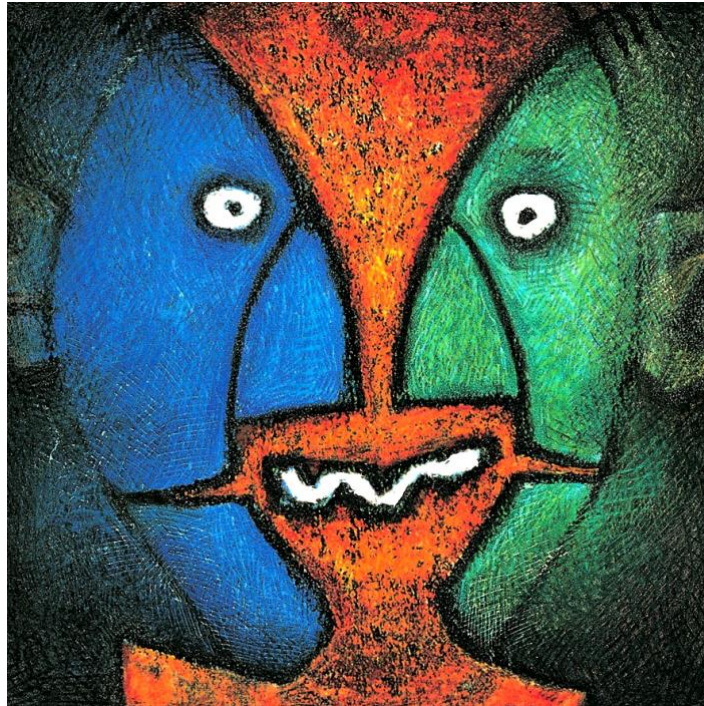


Communication in Society (COMM 1100-0030; #27719)
Spring 2020
Tuesday and Thursday 1:50 PM – 2:45 PM
Journalism Building 360

Pink Floyd “Division Bell” (Rough) by Storm Thorgerson.



“For millions of years mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk.”
— Stephen Hawking, Pink Floyd, “Keep Talking” song, *Division Bell* album



Professor

Name: Brad J. Bushman, Ph.D.
Office: 3022 Derby Hall, 154 North Oval Mall, Columbus, OH 43210
Phone: (614) 688 – 8779
FAX: (614) 292 – 2055
Office hours: Monday 9 AM - 12 PM and by arrangement. My office door is also open when I am in my office, and you are always welcome to just “drop in.” Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical video in the article.
E-mail: bushman.20@osu.edu
Homepage: <http://u.osu.edu/bushman.20/>

Teaching Assistant

Name: Chloe Mortenson
Office: 3075 Derby Hall, 154 North Oval Mall, Columbus, OH 43210
Office hours: Wednesday 12 - 3 PM and by arrangement.
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Description: This course will discuss the nature of scientific theory in general and communication theory in particular. It provides an overview of some of the major theories guiding our understanding of communication in various contexts (e.g., interpersonal, group, political, organizational, intercultural, mass mediated). The course will focus only on theories that can be tested using the scientific method. All theories will be critiqued using specific criteria and standards. When possible, theories will be applied to real-world communication problems.

This course satisfies the General Education Curriculum requirement “Social Science: Individuals and Groups.” At the conclusion of this course, students should be able to: (a) understand the application of social science theories to the study of individuals and groups; (b) understand the behavior of individuals, differences and similarities between individuals, and the processes by which groups function; and (c) comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Course format: This is a hybrid course. We meet in class on Tuesdays and Thursdays, and you do an online assignment each Friday. You are expected to master the basic material covered in the textbook, readings, online assignments, lectures, and to participate actively in class and online. The lectures in this course are designed to supplement the textbook and readings. As such, you can expect lectures to present ideas that are not necessarily covered in the textbook or readings.

Lecture slides will be available on the [Carmen webpage](#) at least 24 hours before class. However, not all of the slides shown in lecture will be on Carmen—so come to class. If you miss a class, get notes from a fellow student. Please don't ask me for class notes.

Course webpage: The course web page is on Carmen: <https://carmen.osu.edu/> It contains the calendar, syllabus, announcements, readings, PowerPoint slides, online assignments, quizzes, grades, and other important documents.

Required textbook: Griffin, E., Ledbetter, A., & Sparks, G. (2019). *A first look at communication theory* (10th ed). New York: McGraw-Hill. I will also put a copy of the textbook on reserve at the library.

Readings: I will supplement the textbook with readings that discuss important scientific theories that have been used in the communication field but are not included in the textbook. Please read the textbook and/or readings BEFORE class.

Exams: There will be three exams that are worth 60% of your grade; each exam is worth 20%. Each exam is worth 40 points (34 multiple-choice items worth 1 point each and 2 short-answer items worth 3 points each). At least 70% of the material on the exams will be from lecture, so come to class. After each exam, you can go over your exam in my office. Students who miss an exam for **any** reason will be required to take a **comprehensive** exam on the final exam day immediately after taking Exam 3. The comprehensive exam, like the other exams, consists of 34 multiple-choice items and 2 short-answer items. It will replace the exam you missed. Only students who miss an exam can take the comprehensive exam. **YOU MUST BRING A PHOTO ID AND #2 PENCIL TO EACH EXAM (NO PENCILS WILL BE PROVIDED). IF YOU ARRIVE AFTER THE FIRST PERSON HAS COMPLETED THE EXAM, YOU WILL NOT BE ALLOWED TO TAKE THAT EXAM AND WILL BE REQUIRED TO TAKE THE COMPREHENSIVE EXAM INSTEAD. ALL EXAMS ARE GIVEN IN OUR CLASSROOM. EXAMS 1 AND 2 ARE GIVEN DURING REGULAR CLASS TIME. EXAM 3 IS GIVEN DURING THE TIME AND DATE LISTED ON THE TENTATIVE SCHEDULE BELOW.**

Online assignments: There are 14 online assignments that are worth 28% of your grade; each assignment is worth 2%. If an online assignment asks for an example, you must generate your own. You may not use an example from class. You have an assignment due each Friday (except Spring Break). They must be uploaded (in .doc or .docx format) by 11:59 PM on the day they are due. Late assignments will not be accepted. If you have trouble uploading your online assignment, try a different web browser. The assignment dates are listed on the tentative schedule below. You cannot makeup a missed online assignment.

Online quizzes: There are 7 online quizzes that are worth 7% of your grade; each quiz is worth 1%. The quiz dates are listed on the tentative schedule below and on the calendar feature in Carmen. You cannot makeup a missed quiz.

1. Each quiz consists of 4 items worth 2 points (0.5 points each). The quiz questions are similar to exam questions, but are worth half as much.
2. The quizzes have a 5-minute time limit, so you should study prior to taking the quiz. You will not have time to look up the answers while you take the quiz.
3. You may take each quiz *three* times (only the highest score counts).
4. When you retake the quiz, Carmen randomly selects the questions you will receive from a pool of 16 items. Thus, you might (or might not) get the same questions again.

5. The quiz covers the reading for the day listed on the schedule. Thus, you should read the assigned material **BEFORE** you take the quiz.
6. You have 3 days prior to a given class day when a quiz is listed to complete the quiz. The quiz will open and close at 12:30 PM. For example, Quiz 1 is scheduled for January 14th. It opens January 11th at 12:30 PM and closes January 14th at 12:30 PM.

The purpose of the quizzes is to encourage you to keep up to date on your readings. The quizzes will also give you practice on the types of questions you will receive on the actual exams. The quiz answers are not displayed because some quiz questions are reused in subsequent semesters.

Communication Research Experience (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) — it is **NOT** extra credit. You can earn partial credit (e.g., 4% for 4 credits). Participation can take the form of:

- Completing FIVE hours of C-REP research studies, **OR**
- Completing FIVE C-REP alternative assignments, **OR**
- Completing a combined total of FIVE hours of studies and alternative assignments.

Important information about C-REP:

- Your C-REP requirement must be completed during the period in which the program is over, which typically ends a few days before the end of the semester.
- 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.
- There are both on campus and online studies. You get an extra 0.5 credit for completing on campus studies.
- Both COMM 1100 and COMM 1101 require C-REP participation, and many students are enrolled in both courses simultaneously. The same C-REP participation **CANNOT** be counted for both courses. For each study, you will indicate what class you want the credit to go toward.
- **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 C-REP until you complete the alternative assignment.**

The C-REP Student Guide is on Carmen in the “Assignments” folder and in the crash course lecture, located [here](#). The C-REP coordinator, Shannon Poulsen, will manage a discussion board to answer questions about C-REP. If you have any questions, please review those materials and then post on the C-REP discussion board. If you have a question not covered on the discussion board or in the supporting materials, email Shannon at <c-rep@osu.edu>.

Grading: Points will be distributed as follows:

Activity	Points	Percent
Exams (N=3)	120 (40 points each)	60% (20% each)
Online assignments (N=14)	56 (4 points each)	28% (2% each)
Online quizzes (N=7)	14 (2 points each)	7% (1% each)
C-REP (5 hours)	10 (2 points per hour)	5% (1% per hour)
TOTAL	200	100%

The following standard percentages will be used to assign grades:

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

Note. Grades are not rounded. It is against OSU policy to change a grade for any reason other than a clerical error. Please do NOT ask me to raise your grade, even if you just barely missed the next highest grade.

Classroom civility: Students are expected to attend every lecture. Students are also expected to be respectful of the professor and other students. Rude remarks or behavior negatively affect the classroom experience of not only the recipient but the rest of class and disrupt learning and teaching. Please don't come to class late or leave early. Please don't engage in disrespectful behavior. For example, no music listening, newspaper reading, crossword puzzling, talking (unless participating in class discussion), web browsing, eating, drinking, sleeping, and snoring. Please turn off cell phones. I reserve the right to dismiss disruptive students.

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://studentlife.osu.edu/csc/>.

Disability services: The University strives to make all learning experiences as accessible as possible. 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. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental health services: 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 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Who can I talk to?

Where can I go for help with emotional distress?

Student Wellness Center

614-292-4527

RPAC, 337 Annie & John Glenn Avenue

Sexual Assault Response Network of Central Ohio

614-267-7020

Buckeye Peer Access Line (PAL)

8 P.M. – Midnight (only)

614-514-3333

Suicide Prevention Lifeline

614-221-5445 or 800-273-8255

Text 4hope to 741741 or call 911 for immediate assistance

Counseling and Consultation Service

614-292-5766

1030 Lincoln Tower, 1800 Cannon Dr.

Younkin Success Center, 1640 Neil Ave.

“Let’s Talk”

Thursday evenings, 6-8 p.m.

Multicultural Center, Ohio Union

Psychology Services Center

614-292-2345

105 Psychology Building, 185 Neil Ave.

Stress Trauma & Resilience

614-293-STAR

Harding Hospital, 1670 Upham Dr.

SCHOOL OF COMMUNICATION CARES

Tentative Schedule

MONTH	DATE	DAY	TOPIC	READINGS	QUIZ
JAN	7	TUE	Course introduction		
	9	THUR	<i>SCIENTIFIC THEORIES AND RESEARCH METHODS</i> Ways of knowing		
	10	FRI	Online assignment 1	Roes & Vohs (2012) article on Carmen	
	14	TUE	Scientific theories	Ch. 3	1
	16	THUR	Research methodologies		
	17	FRI	Online assignment 2	Falin (2013) article on Carmen	
	21	TUE	Correlation coefficient		
	23	THUR	<i>LEARNING THEORIES</i> Classical conditioning theory		
	24	MON	Online assignment 3	Goldman (2012) article on Carmen	
	28	TUE	Operant condition theory		
	30	THUR	Social learning theory		
	31	FRI	Online assignment 4	Bandura (1999) article on Carmen	
FEB	4	TUE	Social cognitive theory		
	6	THUR	Disinhibitory devices	Bandura (1999) article on Carmen	2
	7	FRI	Online assignment 5	Ch. 5	
	11	TUE	EXAM 1		
	13	THUR	<i>INTERPERSONAL COMMUNICATION</i> <i>Interpersonal Messages</i> Symbolic interactionism	Ch. 5	3
	14	FRI	Online assignment 6	Ch. 8	
	18	TUE	Expectancy violation theory	Ch. 7	
	20	THUR	<i>Relationship development:</i> Social penetration theory	Ch. 8	
	21	FRI	Online assignment 7	Milgram film	
	25	TUE	Social information processing theory	Ch. 10	
	27	THUR	<i>Influence:</i> Spiral of silence theory	Griffin (2008) chapter on Carmen	4
	28	FRI	Online assignment 8	Ch. 15	
MAR	3	TUE	Social judgment theory	Ch. 14	
	5	THUR	Elaboration Likelihood Model	Ch. 15	

	6	FRI	Online assignment 9	Ch. 16	
	10	TUE	SPRING BREAK: NO CLASS		
	12	THUR	SPRING BREAK: NO CLASS		
	13	FRI	SPRING BREAK: NO ONLINE ASSIGNMENT		
	17	TUE	Cognitive dissonance theory	Ch. 16	5
	19	THUR	EXAM 2		
	20	FRI	Online assignment 10	Ch. 28	
	24	TUE	<i>GROUP AND PUBLIC COMMUNICATION</i> <i>Group Communication:</i> Are groups smarter than individuals?		
	26	THUR	Functional perspective on group decision making	Ch. 17	
	27	FRI	Online assignment 11	Gerbner film	
	31	TUE	<i>MASS COMMUNICATION</i> <i>Media Effects</i> Uses and gratifications	Ch. 28	
APR	2	THUR	Cultivation theory	Ch. 29	6
	3	FRI	Online assignment 12	Ch. 30	
	7	TUE	Agenda setting theory	Ch. 30	
	9	THUR	<i>CULTURAL CONTEXT</i> <i>Gender and Communication</i> Muted group theory	Ch. 33	
	10	FRI	Online assignment 13	Ch. 33	
	14	TUE	<i>Intercultural Communication</i> Communication accommodation theory	Ch. 34	7
	16	THUR	Face negotiation theory	Ch. 35	
	17	FRI	Online assignment 14	Ch. 34	
	22	WED	EXAM 3 & Comprehensive Exam (only for students who missed an exam), 2:00-3:45 PM		

References

- Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality & Social Psychology Review*, 3(3), 193–209.
- Falin, L. (2013, October 2). Correlation vs. causation. Everyday Einstein: Quick and Dirty Tips for Making Sense of Science. *Scientific American*. Retrieved from <https://www.scientificamerican.com/article/correlation-vs-causation/>
- Goldman, J. G. (2012, January 11). What Is classical conditioning? (and why does it matter?). *Scientific American*. Retrieved from <https://blogs.scientificamerican.com/thoughtful-animal/what-is-classical-conditioning-and-why-does-it-matter/>
- Roese, N. J., & Vohs, K. D. (2012). Hindsight bias. *Perspectives on Psychological Science*, 7(5), 411-426. doi:10.1177/1745691612454303

Helpful Hints on How to Get the Most Out of This Course (and All Courses)

ATTEND CLASS. Bright, highly motivated students who have superior study skills can learn alone most of the material in the readings — enough to do quite well on exam questions that cover the material in the readings. However, although I will not review most of the reading material in lectures, a considerable amount of material that is not in the readings will be presented during classes. Research has shown that one of the best predictors of grades is class attendance, and even the brightest students gain more insight by attending classes regularly.

STUDY READINGS EARLY. Some lectures overlap information from the readings, but even for lecture material that is not redundant with the readings, you will learn best by reading and studying the assigned readings by the date on which they are indicated on the syllabus. I will assume in lectures that you have studied the assigned readings, and hence will not focus unnecessarily on terms and concepts that are well defined in the readings. There will be exceptions to this because in some lectures I choose to emphasize particular concepts that are covered in the readings or concepts that the readings do not cover very well. However, lack of emphasis or coverage during lectures does not mean lack of importance of material in the readings. You should also try to complete assigned readings several days before an exam. Studying early leaves much more time for resolving difficulties and reviewing the material -- repetition is a fundamental principle of learning.

READ, STUDY, AND TAKE NOTES "ACTIVELY." Research shows that many individuals read and write passively, that is, without thinking about the meaning of what they are reading. In reading and studying textbook-type material, everyone (professors included) must read actively and as a result somewhat slowly. You must try to understand what you are trying to learn within the framework of what you have already learned. Research shows that learning is much more effective if new information is related to old information. Not only must you work on reading material actively, but you must also stay mentally active during class. Passively writing down what is on the screen or what I say in class without thinking about it — about how it fits with previous material in earlier classes or earlier in that lecture — will not help you learn or understand the material. **To remember about 100% of new information, interact (re-read/discuss/write/engage) with your notes within 24 hours, do a second repetition within a day, and a third repetition within a week.** There are four stages to good note taking: (1) Note taking, (2) Note making, (3) Note interacting, and (4) note reflecting. Research shows that is more effective to take notes with pencil and paper than with a laptop computer.

BEFORE BEGINNING A READING, ACTIVELY STUDY THE SUMMARY FIRST. Page through the reading, looking at headings and illustrations (e.g., tables, figures) actively to gain a good general understanding of major themes and ideas before you carefully read it. These major ideas serve as part of the framework for you to organize the more detailed information if you are to gain a good overall understanding.

OUTLINE EACH READING. By outline, I mean that you should take organized notes on the reading as you go through it the first time, just as if you were taking notes on a lecture. **Research shows that taking good notes requires active thinking and is much superior to helping you learn any material to underlining or highlighting text.** If you take good notes on chapters, you should be able to study primarily from these notes without having to reread material. In the long run, that will save you time particularly as you become more and more skilled (through practice) at taking quality notes on readings. These notes and your lecture notes should be reviewed as many times as feasible in preparation for each exam.

ALTER YOUR EXPECTATIONS FOR STUDYING. Research consistently shows that college students greatly underestimate the effort and time it takes to do a quality job of learning the new and complex material that is a part of most of your courses. Academic experts generally agree spending **at least 2-3 hours per week outside of class per credit hour** is the norm for good achievement. However, if the course is particularly difficult or if your skills are not as great as the typical students', you will likely need to spend even more time to do well in the course. Thus, in this course you should spend at least 6-9 hours per week outside of class learning the course material, depending on how high you want your grade to be.

KEEP THE BIG PICTURE IN MIND. Not only must you learn quite an amount of information that you might consider rather detailed, but you should also strive to understand the broader themes and context at all times. Keep in mind what you have learned in previous readings and lectures. Themes work best when understood together rather than in isolation. In fact, individuals who, after a course is completed, have gone back and reread the textbook, report considerably greater understanding of material partly because the context has changed (e.g., they perceive chapter 2 differently after having studied chapters 3 and 4).

STUDY TECHNIQUES THAT WORK — AND (SURPRISINGLY) DON'T

Least Effective Study Techniques

- Highlighting and underlining textbooks and other materials
- Rereading
- Summarization
- Use of keywords and mnemonics to help remind students of course material
- Imagery use for text learning (e.g., creating mental images to remember material)

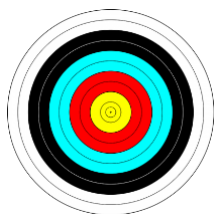
Moderately Effective Study Techniques

- Elaborative interrogation — uses “why” questions to make connections between new and old material.
- Self-explanation — use of own explanations for problems while learning material
- Interleaved practice — mixing different kinds of problems or material in one study session

Most Effective Study Techniques

- Practice testing (e.g., using actual or virtual flashcards, doing problems or questions at the end of textbook chapters, taking practice tests).
- Distributed practice — studying material over a number of relatively short sessions.

TEST TAKING TIPS. Use what I call the “bullseye approach” to test taking. First go through the entire exam and answer the items you are certain you know. This is like hitting the bullseye of a target. Answering these items first can increase your confidence. In contrast, spending a lot of time thinking about difficult items can frustrate you and increase



test anxiety. Numerous studies have shown that test anxiety decreases test performance. Save the difficult items for last. Second, go through the entire exam and cross out the response options you think are false. Third, go back to items that you could cross out two options. This is like hitting the second ring of the target; you have a 50% chance of getting these items correct. Fourth, go back to items that you could cross out one option. This is like hitting the third ring of the target; you have a 33% chance of getting these correct. Finally, go back to the items that you could not cross out any options. This is like hitting the fourth ring of the target; you have a 25% chance of getting these items correct. Never leave an item blank. This is like not even shooting at the target; you have a 0% chance of getting these items correct.

You’ve probably heard the adage, “Don’t change your answer. Your first guess on a multiple-choice question is usually right.” This adage is wrong. According to the data from many studies (Benjamin et al., 1984), you’re nearly three times more likely to switch from a wrong response to a correct one! If you can make a good case for changing your answer, change it. If you’re changing your answer because you’re second-guessing yourself experiencing test anxiety, leave it. If you start feeling anxious, take some deep breaths and try to relax.

IF YOU HAVE QUESTIONS, ASK THEM. Class time is not the appropriate time for specific questions about reading material that you are unclear about, although good questions that extend or broaden what you have read or heard in the lectures are strongly encouraged during classes. Such questions enrich class in general. For more detailed questions, seek me out after class, during office hours, or make an appointment.

IF YOU HAVE PROBLEMS, SEEK SOLUTIONS EARLY. If you do poorly on an exam, see me at that time (instead of later in the course). After each exam, you can go over the questions and discuss the answers during my office hours.

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the office for disability services at 614-292-3307 in room 098 Baker Hall, 113 W. 12th Avenue to coordinate reasonable accommodations for students with documented disabilities.