

<b>Course Bulletin Listing/Subject Area</b>	Communication
<b>Fiscal Unit/Academic Org</b>	School Of Communication - D0744
<b>College/Academic Group</b>	Social And Behavioral Sciences
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	4600
<b>Course Title</b>	Communication and Emotion
<b>Transcript Abbreviation</b>	Comm & Emotion
<b>Course Description</b>	An examination of affect and methods of measuring and manipulating affect in interpersonal and mass mediated contexts.
<b>Semester Credit Hours/Units</b>	Fixed: 3

### Offering Information

<b>Length Of Course</b>	14 Week, 7 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus

### Prerequisites and Exclusions

**Prerequisites/Corequisites**  
**Exclusions**

### Cross-Listings

**Cross-Listings**

### Subject/CIP Code

<b>Subject/CIP Code</b>	09.01
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Senior

### Quarters to Semesters

<b>Quarters to Semesters</b>	New course
<b>Give a rationale statement explaining the purpose of the new course</b>	This course represents subject not currently addressed in our offerings and that will contribute broadly to a large number of our students' study of communication.
<b>Sought concurrence from the following Fiscal Units or College</b>	

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Identify and understand the ways in which emotions guide impression formation and relationship development.
- Understand emotion as a fundamental approach to appeal to diverse audiences and to involve them strongly with messages.

### Content Topic List

- Evolutionary approaches to communication and emotion in interpersonal and mediated contexts
- Cultural differences/contexts in communication and emotion in interpersonal and mediated contexts
- Emotional cues, emotional contagion, and empathy in interpersonal and mediated contexts
- Physiological processes in interpersonal and mediated communication contexts
- Discrete and dimensional approaches to conceptualizing emotions in interpersonal and mediated communication contexts
- Child development pertaining to communication and emotion in interpersonal and mediated contexts
- Emotion in relationships in interpersonal and mediated communication contexts
- Cognition, meta-emotion, tender emotions in mediated contexts
- Individual differences in communication and emotion in interpersonal and mediated contexts
- Gender differences in communication and emotion in interpersonal and mediated contexts
- Emotion management
- Emotion and persuasion

## Attachments

- COMM 4600 comm and emotion syllabus.doc: COMM 4600 Comm and Emotion syllabus  
*(Syllabus. Owner: VanPelt, Susan J)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt, Susan J	10/17/2010 06:10 AM	Submitted for Approval
Approved	McDonald, Daniel Gary	10/17/2010 01:43 PM	Unit Approval
Pending Approval	Mumy, Gene Elwood Selby, Erin Faye	10/17/2010 01:43 PM	College Approval

# Communication and Emotion

## COMM 4600

### INSTRUCTOR

Office: Phone:

Email:

Office Hours:

### MEETING TIMES & LOCATION

### 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. Emotions quickly signal the meaning and relevance of any event to the ‘organism’ in the interest of individual survival and self-protection. Additionally, emotions function as the medium through which social relationships are established, strengthened, and maintained. In many ways, the ability to accurately send and receive communication about emotion is key to both our individual and social survival. In addition, in modern media-saturated societies, the role of affect is also crucial in mass communication. Messages from news and entertainment are typically designed to ‘play’ on emotions. Americans spend almost 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.

### COURSE OBJECTIVES

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. The course is designed to advance the following skills: (1) on the interpersonal side, to better identify and understand the ways in which emotions guide impression formation and relationship development and (2) on the media side, to understand emotion as a fundamental approach to appeal to diverse audiences and to involve them strongly with messages--which can be fictional or within news coverage, health or political campaigns, and even organizational and interpersonal strategic communication. The course will cover the overarching patterns in emotion communication through both interpersonal and mediated channels to help students analyze complex messages and develop critical thinking skills about how their lives are impacted by these phenomena in a variety of ways.

### READINGS

Readings will consist of the textbook “Understanding emotions” by Oatley, Keltner, & Jenkins (2006), available for \$40 in paperback version. In addition, book chapters from edited volumes and original research reports, compiled in an online reader, will be accessible through the password-protected course website.

## EVALUATION

Your grade will be determined according to your performance on the following:

**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).

- Exams: Each of the three exams is worth max. 25 points, maximum total is 75 points
- In-Class Assignments (ICA); at least five that are worth 2 points will be offered.
- One research assignment worth 15 points
- Bonus points/extra credit as offered to everyone in the class—no individual arrangements!  
One option to earn bonus points is to give a 10min case study presentation in a reviewing session before an exam.

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.

In-Class Assignments. Occasionally, you will be asked to discuss class content in small groups (or individually) while in class. Guidance for these brief assignments will be provided through questions shown on slides.

These group discussions serve several goals.

- encourage content elaboration
- encourage exchange and connections among students, interpersonal and online
- practice teamwork
- inform the instructor how the content is processed/approached/understood
- motivate class attendance and focused attention while in class

There will be more opportunities to earn ICA points than you need to receive full points. Thus if you miss an ICA, you can still receive points. This also means that **you need TWO excusable absences with documentation to compensate for an ICA.**

Research Assignment. Emotions can be quite difficult to identify and define. The purpose of this assignment is to help you think about the complex considerations that go into creating theories about the communication of emotion and entertainment. You may choose ONE of the following two assignments. Your assignment is due on [INSERT DATE HERE].

### Communication and Emotion Research Assignment Option #1

Emotions are said to arise in response to events, often embedded in communication contexts. The communication can be from interpersonal contexts or from mass communication contexts. To examine emotions based on the theories discussed in class more closely, please work on the following assignment.

Record your emotions and the emotion-eliciting events as well as your emotion-induced actions through one entire day. Before doing so, please develop a 'coding sheet' that you can use for this task.

While designing the coding sheet, you should refer to the theories and categories discussed in class. Please bring your draft 'coding sheet' to class (specify date), so that you can discuss your approach/your categories with class mates.

For the day on which you record your experiences, you should pick a day on which you have mixed activities with others and interact with media while still having the opportunity to record emotions/events/actions at least on an hourly basis. Then, after completing the recording, you should write your paper in which you interpret your data in light of theories and categories discussed in class. Refer to specific concepts and page numbers. The paper will be 5-7 pages, double spaced, with standard margins and 12 point Times New Roman Font. Please use APA citation format for your in-text citations and references.

You will present a brief summary of your findings on CARMEN when the papers are due. You will be expected to take part in the discussion about how coding schemes were developed and experiences while working on the assignment.

### Communication and Emotion Research Assignment Option #2

Together, the class will code segments from a one-hour episode of "The Wire" (or some other drama). First, you will view the episode in its entirety. Then each student will be assigned to code one 5-minute segment either for emotions shown by the characters or for emotions elicited in (you) the viewers. These emotions will naturally overlap, but they may at times diverge (for example, when something bad happens to a bad person). I expect that students will have varied emotional responses to the program—this will be a rich source for discussion later in the course.

You will devise and interpret your coding schemes based on the theories we have covered in class. Your paper will consist of the following: Overview of the segment, overview of coding scheme, findings, interpretation of findings, alternative interpretations of findings, conclusions. You should provide references to the readings assigned for class. Refer to specific concepts and page numbers. The paper will be 5-7 pages, double spaced, with standard margins and 12 point Times New Roman Font. Please use APA citation format for your in-text citations and references.

You, along with other people who coded your segment, will present a brief summary of your findings in class when the papers are due. You will be expected to take part in the discussion about how coding schemes were developed, and why people had similar or differing interpretations of the same segment.

### Evaluation Criteria for Research Assignment

"A" assignment—Substantially exceeds expectations (15 points)

- Meets all assigned requirements
- All entries address emotion concepts in a focused manner, using course concepts accurately.
- All sections show reflective thought and original analysis.
- Appearance, spelling, grammar, and organization of the work are college level work.

"B" assignment—Slightly above expectations (13 points)

- Meets all assigned requirements
- Most of the entries probe beneath the surface in addressing questions and analyzing experience.
- Many of the entries show reflective thought and original analysis; some could have been more in-depth.
- Overall strengths in appearance, spelling, grammar, and organization of the work outweigh the weaknesses. Some sections are better written than others.

"C" assignment—Meets expectations (11 points)

- Meets all assigned requirements

- Provides basic responses to with limited evidence of reflective thought or original analysis in most sections.
- Course concepts are accurately referenced but not elaborated.
- Could have used further proofreading prior to submission.

“D” and “E” assignment—Below expectations (0-9 points)

- One or more assignment requirements are not met.
- Routine, unreflective thought or poorly-conceived analysis.
- Use of course concepts is mostly inaccurate.
- Appearance, spelling, grammar, and/or organization impede understanding of the work.

Optional group presentation. Students may choose to earn bonus points by giving a 10min case study presentation (individual or small group). The presentation should apply class content to a particular example and serve to clarify the content for other students. The topic will be determined with the instructor and should help other students grasp content for the final exam. The instructor will offer guidance for preparing the presentation. In general, a brief example clip and about 4-5 presentation slides are recommended. If more groups sign up for a presentation than can be accommodated in the class schedule, presenters will be randomly chosen on the presentation day.

## 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 me your carefully written responses in case you are uncertain or desire feedback. Your instructor 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>).

ICAs can only be submitted at the end of the session where the opportunity for this paper was offered.

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/homework 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.

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](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

Attendance and Flu: Students should NOT attend class while ill with influenza. Students with flu symptoms will be asked to leave class. The illness and self-isolation period will usually be about a week. It is very important that individuals avoid spreading the flu to others. Most students should be able to complete a successful quarter despite a flu-induced absence. In order to allow for compensation of missed work, the grading policy includes a 'drop lowest score' component. It is advisable to submit homework assignments at least a few days before the deadline and to fulfill the ICA assignments early in the quarter. 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 because of the flu.

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/>.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1.		Introduction and Approaches	Syllabus, course policies Chapter 1
2.		Evolutionary Approaches to Communication and Emotion in Interpersonal and Mediated Contexts	Chapter 2; Miron, 2006
3.		Cultural Differences/Contexts in Communication and Emotion in Interpersonal and Mediated Contexts	Chapter 3; Richards, 2004
4.		Emotional Cues, Emotional Contagion, and Empathy in Interpersonal and Mediated Contexts	Chapter 4; Zillmann, 2006
5.		Physiological Processes in Interpersonal and Mediated Communication Contexts	Chapters 5 & 6; Lee & Lang, 2009
6.		Discrete and Dimensional Approaches to Conceptualizing Emotions in Interpersonal and Mediated Communication Contexts	Chapter 7; Nabi, 2010
7.		Child Development pertaining to Communication and Emotion in Interpersonal and Mediated Contexts	Chapter 8; Cantor et al., 2010
8.		Emotion in Relationships in Interpersonal and Mediated Communication Contexts	Chapter 9
9.		Cognition, Meta-Emotion, Tender Emotions in Mediated Contexts	Chapter 10 Oliver, 1993, 2008
10.		Individual Differences in Communication and Emotion in Interpersonal and Mediated Contexts	Chapter 11; Bartsch et al., 2010
11.		Gender Differences in Communication and Emotion in Interpersonal and Mediated Contexts	Oliver, 2000; Oliver et al., 1998
12.		Emotion Management	Knobloch-Westerwick, 2006
13.		Emotion and Persuasion	Hullett, 2005
14.		Final Exam	



### Sources in Addition to the Textbook

- Bartsch, A., Appel, M., & Storch, D. (2010). Predicting emotions and meta-emotions at the movies: The role of the need for affect in audiences' experience of horror. *Communication Research*, 37(2), 167-190.
- Bartsch, A., Vorderer, P., Mangold, R., & Viehoff, R. (2008). Appraisal of emotions in media. *Media psychology*, 11(1), 7-27.
- Cantor, J., Byrne, S., Moyer-Guse, E., Riddle, K. (2010). Descriptions of media-induced fright reactions in a sample of U.S. elementary school children. *Journal of Children & Media*, 4(1), 1-17.
- Hullett, C. R. (2005). The impact of mood on persuasion: A meta-analysis. *Communication Research*, 32(4), 423-442.
- Knobloch-Westerwick, S. (2006). Mood management: Theory, evidence, and advancements. In J. Bryant & P. Vorderer (Eds), *Psychology of entertainment* (pp. 239-254). Mahwah, NJ: Erlbaum.
- Lee, S., & Lang, A. (2009). Discrete emotion and motivation: Relative activation in the appetitive and aversive motivational systems as a function of anger, sadness, fear, and joy during televised information campaigns. *Media Psychology*, 12(2), 148-170.
- Miron, D. (2006). Emotion and cognition in entertainment. In J. Bryant & P. Vorderer (Eds.), *The psychology of entertainment* (pp. 343-364). Mahwah, NJ: Erlbaum.
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- Newhagen, J. E. (1998). TV news images that induce anger, fear, and disgust: Effects on approach-avoidance and memory. *Journal of Broadcasting and Electronic Media*, 42(2), 265-276.
- Oliver, M. B. (2008). Tender affective states as predictors of entertainment preference. *Journal of Communication*, 58(1), 40-61.
- Oliver, M. B., Sargent, S. L., & Weaver, J. B. (1998). The impact of sex and gender role self-perception on affective reactions to different types of film. *Sex Roles*, 38(1-2).
- Richards, B. (2004). The emotional deficit in political communication. *Political Communication*, 21(3), 339-352.
- Unz, D., Schwab, F., & Winterhoff-Spurk, P. (2007). TV News – The Daily Horror? Emotional Effects of Violent Television News. *Journal of Media Psychology*, 20(4), 141-155.
- Zillmann, D. (1988). Mood management through communication choices. *American Behavioral Scientist*, 31(3), 327-340.
- Zillmann, D. (2006). Empathy: Affective reactivity to others' emotional experiences. In J. Bryant & P. Vorderer (Eds.), *The psychology of entertainment* (pp. 151-181). Mahwah, NJ: Erlbaum.