

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1102H
Course Title History of Communication and Communication in Society Honors
Transcript Abbreviation Hist Comm Society
Course Description This is a combination of Comm 1101 History of Communication and Comm 1100 Communication in Society that is open only to honors students. The course covers the history of human communication from the beginning of spoken and written communication to modern mediated and mass communication. Additional topics include theories and issues related to the social scientific study of communication.
Semester Credit Hours/Units Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites Honors standing
Exclusions Not open to students with credit for 1101 (101), 1100 (200)

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman

Quarters to Semesters

Quarters to Semesters

Give a rationale statement explaining the purpose of the new course

New course

This course is an honor's course that is a combination of Comm 1100 and Comm 1101. These two courses are required for the major. The department feels that combining these courses would allow honors students to move into major electives quicker.

Sought concurrence from the following Fiscal Units or College

not applicable

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

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

- Introduce students to the history of communication
- Introduce students to the theory and methods of understanding communication history
- Explore the ways in which communication influences the behavior and functioning of individuals, groups, organizations and societies
- Develop students' ability to comprehend and assess individual and social values as reflected in media content history, and to recognize their importance in social problem solving and policy making
- Understand the theories and methods of scientific inquiry as they are applied to the study of individuals, groups, organizations, and societies
- Comprehend human difference and similarities in various psychological, social, cultural, economic, geographic, and political contexts
- Develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making

Content Topic List

- Communication history in perspective
- Printing and the public; conceptualizations of news
- The mass audience; ethnicity and media
- Motion pictures and social issues (early 20th century)
- Radio development; communication networks
- Television and its impact on our culture
- Media and diversity
- Social media and newer media
- Introduction to social scientific theory and approaches
- Interpersonal communication theory
- Intercultural communication
- Persuasion and social influence
- Small group / organizational theory
- Mass Communication: Uses and Effects
- Semiotics/cultural studies
- Gender and communication

Attachments

- 1102H syllabus.doc: Syllabus
(Syllabus. Owner: Hughes,Sarah)
- GEC Proposal for COMM 1102.docx: GE Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Hughes,Sarah)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hughes,Sarah	12/07/2012 10:21 AM	Submitted for Approval
Approved	McDonald,Daniel Gary	12/07/2012 10:28 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/07/2012 01:26 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/07/2012 01:26 PM	ASCCAO Approval

COMM 1102H: History of Communication and Communication in Society - Honors Fall 201X

Instructor:

Office:

Office Phone:

Office Hours:

Email:

Course Description. This is a combination of Comm 1100 History of Communication and Comm 1101 Communication in Society that is open only to honors students. The course covers the history of human communication from the beginning of spoken and written communication to modern mediated and mass communication. Additional topics include the role of communication in society; theories and issues; social influence; interpersonal, group, and mass communication. During the first half of the semester, this course provides an overview of the history of communication with a primary focus on the evolution of the media. The second half of the semester will provide an overview of some of the major theories guiding our understanding of communication in various contexts (i.e., interpersonal, mass mediated, intercultural, etc.).

Course Goals.

- Introduce students to the history of communication
- Introduce students to the theory and methods of understanding communication history
- Explore the ways in which communication influences the behavior and functioning of individuals, groups, organizations and societies
- Develop students' ability to comprehend and assess individual and social values as reflected in media content history, and to recognize their importance in social problem solving and policy making
- Understand the theories and methods of scientific inquiry as they are applied to the study of individuals, groups, organizations, and societies
- Comprehend human difference and similarities in various psychological, social, cultural, economic, geographic, and political contexts
- Develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making

General Education Curriculum. Communication COM 1102H is a GEC course in Category 2, Breadth, B. Social Science, subcategory (1) Individuals and Groups.

Goals: Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Expected Learning Outcomes:

1. Students understand the theories and methods of 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 understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Textbooks

Griffin, E. (2009). *A first look at communication theory*, 8th edition. Boston: McGraw Hill. (selected chapters)

Hanson, R. E. (2011). *Mass communication: Living in a media world* (3rd edition). Washington, DC: CQ Press.

In addition, course readings and materials will be available at www.carmen.osu.edu. Powerpoints slides for each class will be posted on Carmen at least an hour before class begins.

Disability Services

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking 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, or contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

Academic Misconduct

Academic misconduct will not be tolerated at any occasions. 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. All instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which is responsible of investigating or establishing procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Course Requirements

1. **Midterms & Final.** There will be 4 tests during the quarter. There are three midterms and a final. Each test will have 50 questions and will comprise 17.5% of your final grade.

Each exam will consist of multiple-choice, short answer, and essay questions. The exams will draw on material discussed in lectures and as well as assigned readings. Exam dates are provided on the last page of the syllabus. Make a note of these dates as they are *not* flexible (so please plan accordingly).

Opportunities for a make-up exam (i.e., those not on the scheduled date) will only be granted with *written documentation* and involve university business or a documented emergency. Illness must be properly documented and the documentation must be signed by a medical professional.

VERY IMPORTANT:

1. WE RESERVE THE RIGHT TO WITHHOLD THE EXAM IF YOU ARRIVE AFTER THE FIRST PERSON HAS COMPLETED/LEFT THE EXAM, YOU WILL *ABSOLUTELY NOT* BE ALLOWED TO TAKE THAT EXAM (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM).

2. THE ONLY ELECTRONIC DEVICES THAT WILL BE ALLOWED OUT OF YOUR BACKPAGE/BAGS ARE DICTIONARIES.
3. NO HATS ARE TO BE WORN IN CLASS DURING THE TEST.

Write Your Own Test Questions

One way to improve your grade is by writing your own test questions and submitting them to your TA. This helps you study and if we use the question (typically with some editing), you should know the answer.

1. The questions should be multiple choice with 4 options
2. You need to turn in your questions at least a week prior to the appropriate test.

2. Blog Posts.

You will be required to post four blog entries on the discussion board for the class. One of these entries is due during each fourth of the course. There will be two blog assignments posted for each fourth of the courses of which you will need to complete one. You should protect the privacy of anybody that you write about in your posts by using pseudonyms instead of a person's actual name. The blog posts will account for 20% of your final grade (5% per post)

A. The topics for the blog posts are:

First blog (due by Friday XXX, XX at 11:50 pm - end of the 3rd week of class):

Interview someone who is over 50 about the evolution of the media during their lifetime. Report on your interview and what you learned about changes in the media.

Second blog (due by Friday XXX, XX at 11:50 pm - end of the 6th week of class):

Project what the media will be like 10 years from now. You can focus on whatever type of media you like (e.g., newspapers, books, internet, television etc), but you need to articulate a vision for how that media has changed and why you are making these predictions.

Third blog (due by Friday XXX, XX at 11:50 pm - end of the 10th week of class):

Using either cultivation theory or social cognitive theory, analyze a movie or television series in terms of the effects it is likely to have on viewers of that movie or series. *OR* Using either the work on mood management or uses & gratifications, explain why you watch your favorite TV show or movie.

Fourth blog (due by Friday XXX, XX at 11:50 pm - end of the 14th week of class):

Identify a situation where a violation of your expectations about a person resulted in a more positive impression of that person. Using expectancy violation theory, explain why your impression became more positive. *OR* Thinking about someone you recently developed a friendship with, how did self-disclosure influence the development of that friendship.

B. Your posts will be graded based on how well they

1. Explain your answer to the assignment.
2. Integrate course materials. Demonstrate you have read the assigned readings.
3. Are written. The post should be college level writing. Spelling and grammatical errors will result in grade penalties.

C. Each blog post should be a minimum of 500 words.

D. In addition to posting your blog, you are expected to keep track of your own thread and respond to any questions or comments posted by other students in response to your post.

Late assignments. Assignments posted online prior to when they are due will be penalized at a rate of 10% per day. The only exceptions involve *written documentation* of university business or a documented emergency. Illness must be properly documented and the documentation must be signed by a medical professional.

3. Blog Responses.

You will post responses to blog posts from eight different students (at least 2 during each of the blog assignments – see above). These posts should be posted within 48 hours of your classmates posting their blogs. Your responses should demonstrate that you have read and thought about the author's post. A post that simply indicates agreement or disagreement with the blog post or simply asks questions of the student who posted the original blog are not acceptable. The blog responses will account for 5% of your final grade.

Important: All blogs and blog responses should be considerate, encouraging, helpful and show awareness of each other's life experiences. You should be respectful and avoid shouting (using all capital letters).

4. Communication Research Experience (“C-REP”)

All students in COM 1102 must 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 in this course, and this is NOT extra credit. Participation can take the form of:

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

Completing your C-REP requirement must take place throughout the semester. You should definitely NOT wait until the last minute to sign up for participation. In fact, it is probably wise to complete this aspect of the course requirements as early as possible in the semester when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide on the School of Communication Web site at

<http://www.comm.ohio-state.edu/images/stories/PDFs/crepstudentguideupdate.pdf>

Please keep in mind that both COMM 1100 and COMM 1101 require C-REP participation, and many students are enrolled in both courses simultaneously. The same C-REP participation can NOT be counted for both courses. Please direct any questions regarding C-REP to XXXXX at XXXX@buckeyemail.osu.edu

FINAL COMMENTS ON GRADES

1. I do NOT round grades. Even when you are very close to the next higher grade, there are likely several other students who are closer. If I move the grade cutoff for you, then I have to move it for them. Also, when I round for you, then there are a new set of students who are very close to the next higher grade. Rounding grades becomes an infinite regress.
2. Determining your final grade
 - a. Midterm 1 17.5 %
 - b. Midterm 2 17.5 %
 - c. Midterm 3 17.5 %
 - d. Final 17.5 %
 - e. Blog posts (5% each) 20 %

f. Blog responses	5 %
g. Research participation	5 %
Total	100 %

3. Grade assignment

Currently, grades will be assigned using the following percentage system.

$\geq 87 = B+$	$\geq 93 = A$	$\geq 90 = A-$
$\geq 77 = C+$	$\geq 83 = B$	$\geq 80 = B-$
$\geq 67 = D+$	$\geq 73 = C$	$\geq 70 = C-$
	$\geq 63 = D$	$> 63 = E$

Policies and Rules

1. I expect you to act as responsible students. I understand that you have other demands on your time and that this course will not always be your top priority. However, the amount of time you spend on this course will probably have a direct impact on your grade for this course.
2. If there are *unusual* circumstances that are affecting your performance in this class, you should inform me of them *as soon as possible*. Do not call me after the fact. I can adjust time schedules, but I will not adjust my grading policies. "C" work is "C" work no matter what the circumstances.
3. You have a one week period after the graded assignment is returned to challenge grades.
4. Grade challenges will be made in writing.
5. The classroom is a space where people come to explore a variety of ideas in an open and welcoming environment. In order for this to occur, we must be respectful of one another. Sexual harassment, racism, or homophobic behavior will not be tolerated.
6. All cell phones and beepers will be turned off during class lecture. Be courteous to your fellow students.

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignment</u>
Week 1	Overview to course The Nature of the Media Industry Today	Hanson, Chapter 1 Hanson, Chapter 3
Week 2	Books Magazines	Hanson, Chapter 4 Hanson, Chapter 5
Week 3	Newspapers	Hanson, Chapter 6 Blog post #1 due (Monday)
Second half, Week 3	Midterm 1	
Week 4	Sound Movies	Hanson, Chapter 7 Hanson, Chapter 8

Week 5	Television The Civil Rights Movement - A Case Study	Hanson, Chapter 9
Week 6	The Internet International Communication Systems	Hanson, Chapter 10 Hanson, Chapter 15, DeFleur, Chapters 22 & 23 Blog post #2 due (Monday)
Week 7	Midterm 2	
Second half, week 7	Introduction to Theory & The Social Sciences	Griffin, 2 - 40 Research Methods reading
Week 8	Organizational & Small Group Communication	Griffin, 178-205
Week 9	Political Communication Semiotics British Cultural Studies	DeFleur, Chapters 11, 12, 13 & 18
Week 10	Media Uses & Effects	DeFleur, Chapters 14 & 16, Griffin, 209-218 Blog post #3 due (Monday)
Week 11	Midterm 3	
Second half, Week 11	Symbolic Interactionism & Constructivism	Griffin, 45-54 & 69-81 Interpersonal Reading
Week 12	Social Penetration Theory Social Information Processing Theory Uncertainty Reduction Theory Expectancy Violations Theory	Griffin, 56-68 & 85-137
Week 13	Relational Dialectics & The Interactional View Intercultural Communication	Griffin, 126-151 & 223-249
Week 14	Gender & Communication Social Influence	Griffin, 152-176 & 251-275 Blog post #4 due (Monday)
Finals Week	Final	

GEC Proposal for COMM 1102

History of Communication and Communication in Society – Honors

This course is an honor's course that is a combination of Comm 1100: Communication in Society and Comm 1101: History of Communication. These two courses are required for the major. As introductory level courses, the department feels that combining these courses would allow honor's students to move more quickly into the advanced courses which would allow them to be more involved with research.

This course is available to undergraduates who are part of the honor's program; it is not restricted to communication majors. There are no prerequisites for the course. How this course will meet the "Expected Learning Outcomes" and "Individuals and Groups Expected Learning Outcomes" is addressed below.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

This course will review important theories from communication, psychology, sociology, and history that are related to human communication. The course will cover theories on the relationship of media and culture, social influence, media and the individual, political influences of communication, gender communication, group communication, organizational communication, intercultural communication, and persuasion. The course will include discussions of research methods across these different content domains.

2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.

The early part of the course focuses on the dynamic relationship between cultural, economics, political systems, and the development of different media (books, newspapers, radio, movies, television, the internet). The second half of the course includes theories of interpersonal communication, dyadic relationships, social influence and persuasion, influences of the media on the individual, group and organizational communication, gender communication, and intercultural communication.

3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

The first half of the course involves an emphasis on how different political and cultural values influenced the development of different types of media. The second half of the course includes lectures on ideology, semiotics, and cultural studies which emphasize the role of values in how communication is enacted and interpreted.

(1) Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.

Materials in the first half of the course include discussions of historical research methods. The first few course lectures in the second half of the course are about scientific methods and theories. Several examples will be given so students understand how the social science methods and theories can be applied to 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.

Three lectures in the first half of the course deal with issues of race and the media. One lecture focuses on the development of media aimed at African Americans. A second lecture focuses on the important role of the media in the civil rights movement. A third lecture focuses on racism in advertising. The second half of the course includes a lecture on gender communication, and second lecture on interpersonal communication in an intercultural context, and a final lecture on the influence of contemporary media on culture.

3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

The lectures on the history of media emphasize the dynamic relationship between culture and the development of different forms of media. In addition, the lectures on the media and the civil rights movement and advertising and race focus on the impact of values on address societal problems. In the second half of the course, the lectures on semiotics, British cultural studies, gender communication, and intercultural communication involve discussions of the role of diversity in communicative practices.

2. A course assessment plan, which explains how one will assess the effectiveness of the course in achieving the expected learning outcomes over time, rather than how individual student grades will be assessed.

Three main sources of assessment will be used. First, the course will be assessed via feedback from colleagues. In particular, colleagues will evaluate the course readings, lecture slides, and examinations to ensure they are appropriate for a GEC class. Second, I will embed items in my exams that measure students' knowledge gain in certain areas. Third, I will assess students' perceptions that the course is meeting the objectives of the GEC category (in the form of an online quiz given at the end of the quarter).