

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 & Theories of Communication
Transcript Abbreviation Hist & Theor Comm
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 first half of the course covers the history of human communication from the beginning of spoken and written communication to modern mediated and mass communication. The second half covers the various theoretical approaches to the 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

New course

Give a rationale statement explaining the purpose of the 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

- syllabus - Spring 2013.doc: Non-H syllabus
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- Comm 1100 fall 2012.pdf: Non-H syllabus
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- 1101 Honor's statement.docx: Statement of qualitative difference
(Statement of Qualitative Difference. Owner: Vankeerbergen, Bernadette Chantal)
- 1102H revised syllabus.doc: Syllabus
(Syllabus. Owner: Hughes, Sarah)
- GE Proposal for COMM 1102H.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Hughes, Sarah)

Comments

- 12-21-12: See e-mail to S. Hughes. *(by Vankeerbergen, Bernadette Chantal on 12/21/2012 12:51 PM)*

COURSE REQUEST
1102H - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/17/2013

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
Revision Requested	Vankeerbergen,Bernadette Chantal	12/21/2012 12:52 PM	ASCCAO Approval
Submitted	Hughes,Sarah	01/17/2013 03:44 PM	Submitted for Approval
Approved	McDonald,Daniel Gary	01/17/2013 05:47 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/17/2013 05:55 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	01/17/2013 05:55 PM	ASCCAO Approval

COMM 1101: History of Human Communication
Spring 2013
MWF 11:30 – 12:25 pm; Hitchcock Hall 131

Instructor: David R. Ewoldsen

Office: 3168 Derby Hall

Office Hours: Tuesday 11 to 12 or by appt.

Office Phone: 247-5446

Email: ewoldsen.1101@gmail.com

Course Description. *History of Human Communication* provides an overview of the history of communication with a primary focus on the evolution of the media. Themes that we will explore include the relationship between media and culture, the role of regulation in the shaping of how the media develop, and the role of the media in shaping and maintaining the public sphere. While the course focuses on the history of the communication, particular attention will be paid to the last 200 years in the United States.

General Education Curriculum. Communication COM 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 scientific inquiry as they are applied to the study of individuals, groups, organizations, and societies.
2. Students comprehend human difference and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Textbooks

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

CQ Researcher Editors (2011). *Issues in Media 2011: Selections from the CQ Researcher*.
 Washington, DC: CQ Press.

In addition, course readings and materials will be available at www.carmen.osu.edu. Powerpoint slides for each class will be posted on Carmen at least an hour before class begins. One copy of the textbook is on reserve at the Science & Engineering Library.

Teaching Assistants

Your Last Name:	A thru G	H thru Q	R thru Z
TA Name:	Kelsey Porreca	Natalee Seely	Wen Song
Office #:	Derby 3001	Derby 3075	Derby 3025
Email:	kelsey.p.1101@gmail.com	seely.12@osu.edu	song.comm2013@gmail.com
Office hours:	8:30 am to 11:30 am	12:30 pm to 2 pm	2:30 pm to 5:30 pm
(or by appt)	Monday	Tuesday & Thursday	Wednesday

Each student in the course is assigned a teaching assistant (TA) who will be your primary contact in this class (TAs are assigned according to the first letter of your last name, see above). Although you are free to contact me, sending an email to one of your TAs with any questions or concerns about the class – including grades – will expedite a response as they keep the records. However, calling or emailing a TA at the last moment does not shift your responsibility for completing an assigned task, and please do not expect a response “ASAP” simply because you waited until the last moment (i.e., please allow 24-48 hours for a response). You are also free to see any of the TAs (or me) during office hours, as we are aware that you might not be able to attend your primary TA’s office hours due to scheduling conflicts. Please note that during peak periods of the semester (e.g., immediately prior to an exam) office hours tend to be very busy, so please plan accordingly.

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 3 tests during the semester. There are two midterms and a final. Each test will have 40 to 50 questions and will comprise 25% of your final grade.

Each exam will consist of multiple-choice, true/false or matching items and will be completed using Scantron sheets. The exams will draw on material discussed in lectures as well as assigned readings. Exam dates are provided on the last two pages 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. Make-up exams will be taken either

- A. during one of the TA's office hours (be sure to schedule the make-up with the TA prior taking the make-up) OR
- B. the same time you take the final. You must remind your TA during finals week (and at least 24 hours prior to the final) that you plan on making up a test at the final. Depending on time constraints, you will take the make-up test in the same place as the final or at your TAs office.

VERY IMPORTANT:

1. BRING AT LEAST ONE #2 PENCIL TO EACH EXAM; NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR TA.
2. 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).
3. THE ONLY ELECTRONIC DEVICES THAT WILL BE ALLOWED OUT OF YOUR BACKPAGE/BAGS ARE DICTIONARIES.
4. 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. **Quizzes.** There will be 6 quizzes conducted via the Carmen system over the semester. Each quiz is worth 3.34% of your course grade. The quizzes make up 20% of your final grade. The questions on the quizzes will be similar to, and in some cases identical to, the questions that will appear on the midterm or final. The quizzes will have 5 questions.

1. 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.
2. You may take each quiz *three* times. You will get the best score on the quiz in terms of calculating your final grade. You should study between your attempts on the quiz.

3. When you retake the quiz, you may or may not get the same questions as you had on the first quiz. Carmen randomly picks which questions you will receive each time you take the quiz.
4. You have one week to complete the quiz from the date it is listed on the syllabus.
5. The quiz will cover lectures and/or readings for the day it is listed.
6. Because you have a week to complete the quiz, **THERE WILL BE NO MAKE-UP QUIZZES.**

The purpose of the quizzes are to:

1. Encourage you to keep up to date on readings and lectures,
2. Provide practice on the types of questions you will receive on the midterm/final, and
3. Help you understand how much you need to update your study habits prior to taking the midterm and final.

3. Research participation.

Communication Research Experience Program

All students in COMM 1101 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 for COMM 1101 must take place prior to finals week (April 22). You should NOT wait until the last minute to sign up for participation. It is wise to complete this aspect of the course requirements as early as possible, 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>

Keep in mind that 1100 and 1101 both require C-REP participation, so it will be important to complete the requirements for both classes. The same credit cannot be counted for both courses. Please direct any questions regarding C-REP to Carlos Cruz cruz.130@buckeyemail.osu.edu.

Extra Credit

You can receive extra credit by participating in additional studies or alternative writings assignments via the C-REP system. *You can get up to 3 points of extra credit.* The extra credit points are added to your final grade percentage (e.g., if your final grade is an 84.5 and you do 3 points of extra credit, your final grade will move to an 87.5).

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. Your grade in the class is based on your scores on the (a) first midterm, (b) second midterm, (c) final, (d) quizzes, (e) research participation and (f) the extra credit opportunities. **These are the only 6 components of your grade.**
3. Determining your final grade

a. Midterm 1	25 pts
b. Midterm 2	25 pts
c. Final	25 pts
d. 6 quizzes	20 pts
e. Research participation	<u>5 pts</u>
Total	100 pts

4. Grade assignment

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

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

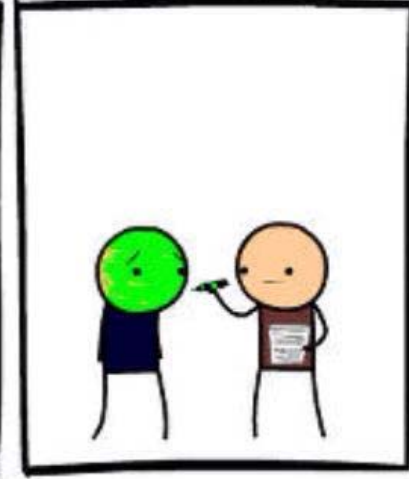
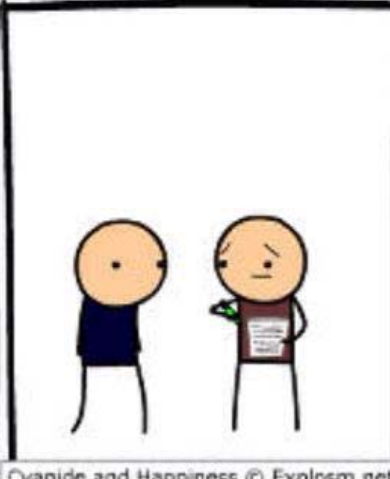
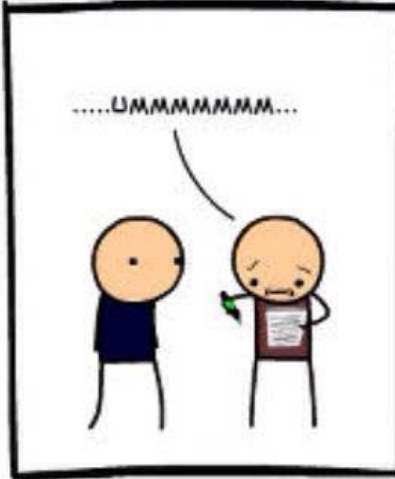
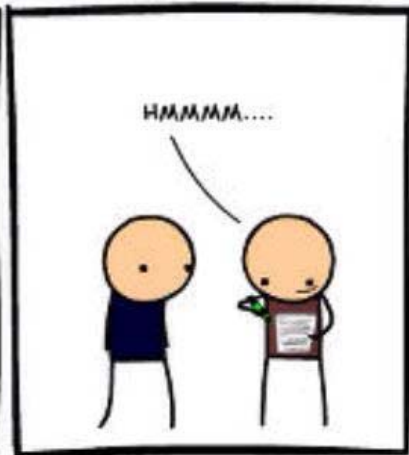
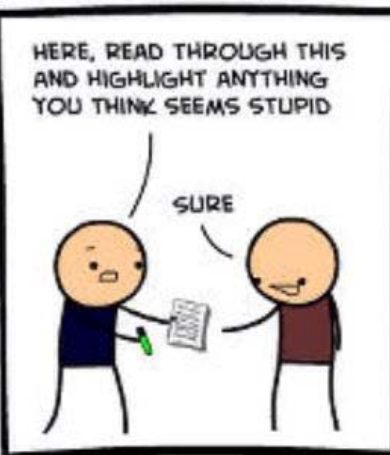
Policies and Rules

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 two 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.

Day-by-Day Topics and Readings

DATE	TOPIC	READING(S)	WHAT'S DUE
Jan. 7	Introduction to the Course	Syllabus	
Jan. 9	Overview to the Study of Communication	Chapter 1	
Jan. 11	The Nature of the Industry Today	Chapter 3	
Jan. 14	The Public Sphere and Media & Culture		
Jan. 16	Cont.		
Jan. 18	The book	Chapter 4, Supplement 3	Quiz
Jan. 21	No class – Martin Luther King, Jr. Day		
Jan. 23	The book cont.		
Jan. 25	Cont.		
Jan. 28	Magazines	Chapter 5	
Jan. 30	Cont.		
Feb. 1	Newspapers	Chapter 6	Quiz
Feb. 4	Cont.		
Feb. 6	Cont.		
Feb. 8	Cont.		
Feb. 11	MIDTERM 1		MIDTERM
Feb. 13	Sound	Chapter 7	
Feb. 15	Cont.		
Feb. 18	Movies	Chapter 8	Quiz
Feb. 20	Cont.		
Feb. 22	Cont.		
Feb. 25	Television	Chapter 9	Quiz
Feb. 27	Cont.		
March 1	Cont.		

March 4	Civil Rights Movement & the Media		
March 6	Cont.		
March 8	Internet	Chapter 10, Supplement 4	
March 11-15	Spring Break		
March 18	Internet		
March 20	Cont.		
March 22	MIDTERM 2		MIDTERM
March 25	Strategic Communication	Chapters 11 & 12	
March 27	Cont.		
March 29	Cont.		
April 1	Media law	Chapter 13, Supplement 6	Quiz
April 3	Cont.		
April 5	Ethics	Chapter 14	
April 8	Cont.		
April 10	The World	Chapter 15	Quiz
April 12	Cont.		
April 15	Cont.		
April 17	The Future of the Media	Supplements 1 & 2	
April 19	Cont.		
April 22	Cont.		
April 26	FINAL EXAM – 12:00 to 1:45		FINAL



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COMM 1100: Communication in Society

Autumn 2012

Professor: Dr. William "Chip" Eveland
 Office: 3139 Derby Hall
 Office hours: Monday & Wednesday, 1:35 - 2:35pm or by appt.
 Phone: (614) 247-6004
 Email: eveland.6@osu.edu

Lecture Times: MWF 12:40 – 1:35
 Lecture Location: Hitchcock Hall Room 0131
 Course Web site URL: available at www.carmen.osu.edu

Course Description

Communication in Society provides an overview of some of the major theories guiding our understanding of communication in various contexts (i.e., interpersonal, small group, organizational, intercultural, mass mediated). Moreover, COMM 1100 is an OSU General Education ("GE") course under the category "Social Science: Individuals and Groups." As such, by the end of the course students will (a) understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups; (b) understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function; and (c) develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making. In order to do so, this course will develop your abilities to comprehend major theories of communication, understand the nature of theory in general and communication theory in particular, critique communication theory through the application of specific criteria and standards, and apply communication theory to real-world problems.

Teaching Assistants

Your Last Name Begins:	A thru G	H thru P	Q thru Z
TA Name:	Nicole Easley	Jetney Hollonquest	Kelly Turner
Office #:	3047 Derby Hall	3028 Derby Hall	3025 Derby Hall
Email:	Easley.45	Hollonquest.1	Turner.1047
Office hours:	Tues. / Thurs. 1:30 - 3:30pm	Mon. / Wed. 3:20 - 5:20pm	Mon. / Wed. 10:30-noon Fri: 11:00 - noon

Each student in the course is assigned a teaching assistant (TA) – Nicole, Jetney, or Kelly – who will be your **primary contact** in this class for questions regarding course content. TAs are assigned according to the first letter of your last name as in the table above. Sending an email to one of your TAs with any questions or concerns about the class – including grades – will expedite a response because they keep the records.

Carlos Cruz (cruz.130) will serve as an “administrative TA” and will be in charge of all aspects of the C-REP requirement, including making sure C-REP participation is recorded properly in Carmen. Please contact him directly about any issues regarding C-REP; contact your primary TA with questions about course content or other grading issues.

Please keep in mind that calling or emailing a TA at the last moment does not shift your responsibility or deadline for completing an assigned task, and please do not expect a response “ASAP” simply because you waited until the last moment (i.e., please allow 24-48 hours for a response). You are also free to see any of the TAs (or me) during office hours, as we are aware that you might not be able to attend your primary TA’s office hours due to scheduling conflicts. Please note that during peak periods of the semester (e.g., immediately prior to an exam) office hours can be very busy, so please plan accordingly.

Reading Requirements

There is a single required textbook for this course. It is:

Griffin, E. (2012). *A first look at communication theory* (8th ed.). Boston: McGraw-Hill.

I will be teaching from the 8th edition, so if you choose to buy an earlier edition be advised that the page numbers and content will not necessarily correspond – and you are responsible for the content of the 8th edition except where indicated.

Additional readings have been assigned and will be made available via Carmen at www.carmen.osu.edu.

Evaluation Criteria

There are three major components of the course grade. First, there will be three objective exams, which together will comprise 75% of your course grade (25% for each exam). Second, you will complete ten online quizzes throughout the semester that together will comprise 20% of your course grade (2% for each quiz). The final 5% of your grade is a required Communication Research Experience or “C-REP.” The grading scale for this course will be:

A =	93-100%	C =	73-76%
A- =	90-92%	C- =	70-72%
B+ =	87-89%	D+ =	67-69%
B =	83-86%	D =	63-66%
B- =	80-82%	D- =	60-62%
C+ =	77-79%	E =	0-59%

Grades will be maintained and available for you to view via the Carmen system.

Quizzes

There will be 10 quizzes conducted over the semester via the Carmen system; each quiz is worth 2% of your course grade, for a total of 20% across all quizzes. The questions on the quizzes will be similar to, and in some cases identical to, the questions that will appear on the exams. Quizzes will be scored for percentage correct. The quizzes will have a time limit (for instance, 5 or 10 minutes to complete a quiz), so it will be difficult if not impossible to search through your notes or the text to identify correct answers if you have not already done the readings. However, you will be able to take the quiz a second time (with not necessarily the same questions) to attempt to improve your score if you are not happy with the first score you receive. I will use the AVERAGE score you earn on a given quiz (across up to two attempts) in calculating your course grade.

The purpose of the quizzes is to (a) encourage you to keep up-to-date on readings; (b) give you a relatively low-risk way of experiencing the nature of questions that will appear on exams; and (c) help you realize prior to the exams if you will need to modify the amount of effort or strategies you use in preparing for testing in this course.

Be advised that the quizzes may be taken either in a campus computing lab or on your own desktop or laptop computer. A list of campus computing labs and their hours can be found here: <http://ocio.osu.edu/elearning/labs-and-classrooms/labs/locations/>. If you choose to take the quizzes on your own computer, it will be your responsibility to address any technical matters necessary, including the installation of the appropriate software (the “Lockdown Browser”) and dealing with internet connectivity issues. For information on installing the Lockdown Browser, check here: <http://8help.osu.edu/3530.html>. Technical issues in using your own computer to take the quizzes will not be considered an acceptable excuse for missing quizzes. For technical assistance, please contact 688-HELP or 8help@osu.edu.

Exams

There are *three sets* of exams in this class – Midterm #1, Midterm #2, and Final – for a total of six exams overall. The second exam in each set is considered a make-up exam for anyone who missed the first exam of a set or would like a retake it for whatever reason; that is, it is optional. The second exam in a set will not be the same exam as the first, but instead will be a roughly equivalent exam of the same form. In the case of students taking the exam twice, the AVERAGE of the two scores will be used to calculate the course grade. Grades for the first exam in a set will be posted to Carmen at least 24 hours prior to the second exam administration. No documentation justifying absence from the first exam is necessary to take the second exam on the scheduled date. However, opportunities for make-up exams (i.e., those not on the scheduled dates) will only be granted with documentation that the student was medically unable to attend BOTH missed exams. Documentation must be a written doctor’s note explaining the necessity of the absence or the professor’s PRIOR approval of a copy of the “Explanatory Statement for Absence from Class” (see <http://shc.osu.edu/posts/documents/absence-excuse-form.pdf>). (Please keep in mind that any falsification of the information on this form is considered academic misconduct and can lead to severe consequences.) In other words, if you miss one of the two exams within a set, for whatever reason, the score earned for the exam you did take will be used to calculate your course grade; you will not be offered the opportunity to schedule an additional make-up exam. The second exam in each set is the make-up exam. So, you are advised to take

the first exam of each set and strive to do your best on it, then decide whether or not you will want to retake the exam the second time in an attempt to improve your grade. Any make-up exams given on a date other than those scheduled may follow a different format than the exams taken by the rest of the class (i.e., it may be essay format in whole or part).

Each exam will consist of multiple-choice, true-false, and/or matching items and will be completed using Scantron sheets. The exams will draw on material discussed in lectures and as well as assigned readings. Exam dates are provided in the syllabus. **Make a note of these dates** as they are **NOT** flexible (so please plan accordingly).

VERY IMPORTANT: BRING AT LEAST ONE #2 PENCIL TO EACH EXAM; NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR TA.

VERY IMPORTANT: BRING A VALID OSU ID (I.E., YOUR "BUCK-I-D" CARD) OR A VALID DRIVERS LICENSE ON EXAM DATES AS YOU WILL NEED TO SHOW PROOF OF IDENTITY TO TURN IN YOUR EXAM. YOUR EXAM WILL NOT BE GRADED OR COUNT (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM) IF YOU DO NOT HAVE A VALID ID WHEN YOU TURN IT IN (NO EXCEPTIONS).

VERY IMPORTANT: WE RESERVE THE RIGHT TO WITHHOLD THE EXAM IF YOU ARRIVE MORE THAN 10 MINUTES LATE ON EXAM DAYS (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM). AND, 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). PLEASE USE THE REST ROOM BEFORE THE EXAM; STUDENTS WILL NOT BE PERMITTED TO LEAVE THE CLASSROOM ONCE THE EXAM HAS BEGUN UNTIL THEY TURN IN THEIR EXAM.

Communication Research Experience ("C-REP")

All students in COM 1100 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 Carlos Cruz at cruz.130@buckeyemail.osu.edu**

Classroom Civility

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the Web on a laptop or tablet computer, doing work for other classes, receiving cell phone calls and text messages); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus / classroom. This is not an exhaustive list of behaviors; rather, they represent the minimum standards that help make the classroom a productive place for all concerned. If you cannot maintain these standards, you WILL be asked to leave the classroom so that others have the opportunity to learn unimpeded.

Some Words About Academic Honesty

It is your responsibility to complete your own work in the time provided. 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, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your TA or visit the COAM web page at <http://oaa.osu.edu/coam.html>.

Special Accommodations

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. If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment by the end of the second week of classes. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. If you have not previously contacted the Office for Disability Services (ODS) but believe you may need accommodations, I encourage you to do so. I rely on the Office for Disability Services at 614-292-3307 in Rm. 150 Pomerene Hall for assistance in verifying the need for accommodations and developing accommodation strategies.

Helpful Hints on How to Get the Most Out of This Course

ATTEND CLASS. Bright, highly motivated students who have superior study skills can learn most of the material in the readings — enough to do quite well on exam questions that cover the material in the readings. However, some 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. **You should also rewrite your notes as soon after class as possible.** This takes time, but it is one of the best things you can do with your time.

BEFORE BEGINNING A READING, ACTIVELY STUDY THE SUMMARY FIRST. You should 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.

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.

KEEP THE BIG PICTURE IN MIND. Not only must you learn quite a bit 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).

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, you should visit me or one of the TAs in office hours. We are almost always sitting alone during office hours, as few students regularly take advantage of this valuable opportunity.

IF YOU HAVE PROBLEMS, SEEK SOLUTIONS EARLY. For example, if you do poorly on an exam, see us at that time (instead of later in the course). In addition, the office of Counseling and Consultation Service offers a variety of services aimed at helping students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at Ohio State. It is located at the Younkin Success Center (4th Floor), 1640 Neil Avenue, Columbus, OH 43210, phone: 614-292-5766, email: ccs@studentlife.osu.edu, Web page: <http://www.ccs.ohio-state.edu/> If I can help you or point you in the right direction, I certainly will, but you must ask for help first.

Course Schedule and Readings

DATE	TOPIC	REQUIRED READINGS
8/22 thru 8/31	Introduction: Science, Theory & Research Science and Methods of Scientific Inquiry Overview of Communication Theory	<u>Sparks</u> Ch. 1 (via Carmen) Griffin Ch. 2, Ch. 3, Ch. 4
9/3	No Classes: Labor Day	N/A
9/5 thru 9/12	Interpersonal Messages Symbolic Interactionism Expectancy Violations Theory Interpersonal Deception Theory	Griffin Ch. 5 Griffin Ch. 7 Griffin (via Carmen)
9/14 thru 9/26	Relationship Development Social Penetration Theory Communication Privacy Management Theory Uncertainty Reduction Theory Social Information Processing Theory	Griffin Ch. 9 Griffin Ch. 13 Griffin, pp. 125-132 & 134-136 Griffin Ch. 11
9/28	Midterm 1.1	Bring Buck•I•D
10/1	Midterm 1.2	Bring Buck•I•D
10/3 thru 10/10	Relationship Maintenance & Processing Constructivism Interactional View Family Communication Patterns	Griffin Ch. 8 Griffin Ch. 14 No readings
10/12 thru 10/19	Social Influence Cognitive Dissonance Theory Social Judgment Theory Elaboration Likelihood Model	Griffin Ch. 17 Griffin Ch. 15 Griffin Ch. 16
10/22 thru 10/24	Group Communication Functional Perspective Groupthink	Griffin Ch. 18 Griffin (via Carmen)
10/26	Midterm 2.1	Bring Buck•I•D
10/29	Midterm 2.2	Bring Buck•I•D
10/31 thru 11/5	Organizational & Intercultural Comm. Organizational Information Theory Communication Accommodation Theory Face Negotiation Theory Anxiety Uncertainty Management Theory	Griffin (via Carmen) Griffin Ch. 31 Griffin Ch. 32 Griffin, pp. 132-134
11/7 thru 11/9	Mass Media Uses Uses and Gratifications Mood Management	Griffin Ch. 28 No Readings
11/12	No Classes: Veteran's Day	N/A
11/14 thru 11/19	Mass Media Effects Cultural Indicators Approach Agenda Setting	Griffin Ch. 29 Griffin Ch. 30
11/21 – 11/23	No Classes: Thanksgiving	N/A
11/26	Spiral of Silence	Griffin (via Carmen)
11/28 - 11/30	Integration and Wrap Up	Griffin Ch. 37
12/3	Final Exam Option #1	Bring Buck•I•D
12/12, 12 – 1:45	Final Exam Option #2	Bring Buck•I•D

Statement of Qualitative Difference

1. How the specific goals of the course will be achieved.

The proposed honors course (Comm 1102H) is a combination of Comm 1100 and Comm 1101. These two courses average more than 400 students per section. In these two courses, the course goals are achieved via lectures, multiple choice testing, and participation in the research participant pool.

In the proposed course, the objectives will be achieved via lectures, in-class discussions, class demonstrations, blog posts and responses, essay and short-answer tests, and participation in the research participant pool.

2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.

Course material is covered in Comm 1100 and 1101 strictly through course readings (a textbook) and lecture.

In the proposed course, the materials will be covered through lectures, discussions, readings (a textbook), supplemental readings and in-class demonstrations. Eventually, we hope to teach the course as a “flipped” course where the students would watch lectures online prior to coming to class for discussions and in-class demonstrations.

3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field

There will be class lectures on both historical and social scientific research methods. In addition, one of the blog assignments involves students interviewing someone who is over 50 about the evolution of the media during their lifetime. This assignment is part of the introduction to historical research methods. In addition, students will be exposed to social scientific research methods through their participation in the research participant pool in the School of Communication.

4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.

In Comm 1100 and 1101, students take 3 tests, 6 to 8 quizzes and participate in the Communication Research Experience (participant pool).

In the proposed course, students will write 4 short papers (500+ words) in the form of blog posts. Students are expected to respond to any posts about their blog including posts by the professor. In addition, students will post at least 8 responses to other students' blog posts. Students will also take 4 tests. The tests will include essay and short answer questions. Finally, students will participate in the Communication Research Experience (participant pool).

5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.

Ideally, half of each class period will be dedicated to class discussion. At some point, we hope the course will be a flipped course so that students watch lectures prior to coming to class so that the entire class period is dedicated to discussion, demonstrations, and answering questions. In addition, the professor will respond to student blogs. Students are expected to respond to all posts about their blogs.

6. How an environment will be fostered that facilitates intellectual exchange among students

The blog assignments are designed to increase intellectual exchange among the students in a respectful environment. In addition, the professor will engage students in classroom discussions regarding blog posts, in-class demonstrations, and in response to the readings.

7. Ways that creative thinking will be an essential aspect of the course requirements.

The blog posts are design to encourage students to think creatively. For example, the second blog post asks students to project what the media will be like in 10 years. The third and fourth blog posts ask students to use the theories that are discussed in the class to explain their everyday behaviors. Historically, these assignments when used in other courses have encouraged students to think about their lives more creatively and to see the applicability of the theories to the “real” world.

8. How the course will embrace, as appropriate, interdisciplinary work and study.

By its very nature, this course explores interdisciplinary themes. The topics in this course draw from communication, history, psychology, sociology, and anthropology.

9. Evidence of a pedagogical process that will demand a high level of intellectual output.

The blog assignments are designed to ensure that students think critically and creatively about the topics covered in the course. Likewise, the tests will include essay questions that focus on integrating materials across the various topics covered in the course. In addition, several of the lectures will integrate materials from across the course (e.g., Week 3 – Newspapers and Culture; Week 5 – Civil Rights movement – A Case Study; Week 10 – Media Uses & Effects). The purpose of these brief introductory lectures will be to stimulate the students to search for interconnections between the various topics covered in the course.

COMM 1102H: History & Theories of Communication

Fall 201X

Instructor:

Office:

Office Phone:

Office Hours:

Email:

Course Description. This combination of Comm 1101 History of Communication and Comm 1100 Communication in Society is open only to honors students. The first half of the course covers the history of human communication from the beginning of spoken and written communication to modern mediated and mass communication. The second half of the course covers the various theoretical approaches to the study of communication including the role of communication in society; social influence; interpersonal, group, and mass communication.

Course Goals.

- Students understand the history of communication and how various media systems have evolved
- Students appreciate the theories and methods of understanding and studying communication history
- Students explore the ways in which communication influences the behavior and functioning of individuals, groups, organizations and societies

General Education. Communication COM 1102H is a GE Social Science-Individuals and Groups course.

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups Expected Learning Outcomes

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.

Comm 1102H satisfies these learning outcomes through its broad coverage of both historical and social scientific theories related to communication and the media. These theories range from psychological approaches to individual communicative behaviors and effects to broader sociological approaches to group processes and outcomes. In addition, the course considers both the history of the media as it relates to various cultural groups as well as social scientific research on multicultural communication, gender and communication, and racism in the media. Finally, the course will include discussions of the historical and social scientific research methodologies used to test these theories.

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.

“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/>.”

“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/>.”

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. The questions should be multiple choice with 4 options. 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 quarter of the course (see below). *You should protect the privacy of anybody that you write about in your posts by using a pseudonym 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 will change 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 (or the professor) in response to your post.

Late assignments. Assignments posted online after the due date 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 post should be at least 50 words in length. 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 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 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.

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

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 of course The Nature of the Media Industry Today	Hanson, Chapter 1 Hanson, Chapter 3 Sloan, historical metho
Week 2	Books Magazines	Hanson, Chapter 4 Guttenberg reading 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 Reading on Pettis Bridge
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 Sparks reading on 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 Reading on post modernism & ideology
Week 10	Media Uses & Effects	DeFleur, Chapters 14 & 16, Griffin, 209-218 Video games & cooperative behavior reading Blog post #3 due (Monday)
Week 11	Midterm 3	
Second half, Week 11	Symbolic Interactionism & Constructivism	Griffin, 45-54 & 69-81 Interpersonal Reading Mead 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	

GE Proposal for COMM 1102
History and Theories of Communication

This honors course is a combination of Comm 1100: Communication in Society and Comm 1101: History of Communication, both required of nonhonors students for the major. The School of Communication combined these courses for honors students to help them move more quickly into the advanced courses where they can be more involved with research.

This course is available to undergraduates who are part of the honors program; it is not restricted to communication and journalism 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 apply to the study of individuals and groups.

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.

Both textbooks were selected because of their focus on theory. In addition, the reading by Sloan focuses on historical research methods specific to the media and the reading by Sparks focuses on social scientific research methods specific to communication and the media.

The first blog assignment is designed to give students exposure to historical research methods. The third and fourth blog assignments involve students’ applications of theory to their lives. In addition, all four of the tests will include essay questions focusing on the application of theory to real life situations.

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

The early part of the course focuses on the dynamic relationship between cultural, economic, and 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.

The Hanson textbook was selected because it takes a cultural approach to the history of the media. Conversely, the Griffin textbook generally takes a psychological approach to media studies, though several of the chapters do focus on culture (e.g., chapters on intercultural

communication, gender communication, and organizational communication). In addition, the DeFluer readings take both a cultural and a psychological approach to the study of the media.

Blog assignments two, three, and four are intended to encourage students to think about human behavior as it relates to the theories discussed in the class. Likewise, three of the four tests (tests 1, 2, and 3) will have essay questions focusing on the interaction between culture and media technologies. The third and fourth tests will have questions focusing on psychological approaches to the media.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

The first half of the course emphasizes 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.

The Hanson textbook focuses on values and their importance to the development of the media and different media systems. Likewise, several of the DeFluer readings were added because of their focus on values (e.g., readings from week six on the international communication systems).

The second blog is designed to get students to think about the importance of changing cultural values to our understanding of how media systems develop. The fourth blog is designed to get students to think about how their values influence their interpersonal communication with other people.

(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 how individuals and groups communicate.

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, a 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.

A GE 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.

Assessment of how well Comm 1102H is meeting the three learning goals outlined for GE Social Science-Individual and Groups courses will primarily be done via a set of questions on each of the midterms and the final. Each of the midterms and the final will have a section of 10 multiple choice questions specifically aimed at testing students' comprehension of the three learning goals. For example, historical research methods (goal 3) are covered in the first quarter of the course so there will be 3 or 4 questions on historical methods in the first midterm. Likewise, social scientific methods are covered in the third quarter of the course so the third midterm will include 3 or 4 question on social scientific research methods. The initial set of questions will be created by the course instructor in collaboration with the Director of Undergraduate Studies and the Undergraduate Committee (a standing committee). A score of 80% accuracy will be deemed a successful score. The instructor and Director of Undergraduate Studies will meet to discuss the results of the assessment and to discuss any shortcomings in students' performance.

In addition, students will be asked to complete a specialized evaluation of the course at the end of each semester. Included in that evaluation will be a series of six questions (two per goal) ascertaining students' perceptions of how well the course meet each of the three learning goals. A score of 4.0 (on a 1 to 5 scale) will be deemed a successful score. Students will also be asked an open ended question probing for ways to improve the course for each of the three goals. These responses will be used to identify potential ways to improve the course.

A copy of the 40 multiple choice items, students' results for these items (de-individualized so that students' cannot be identified), and the relevant student evaluations will be archived by the Undergraduate Committee. These materials will be made available to the instructor of this course as requested or deemed necessary by the Director of Undergraduate Studies.