

## Term Information

Effective Term Spring 2018  
*Previous Value* Autumn 2013

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

### What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our programs remain the same; no program requirements are added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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 3331  
Course Title Communication and Decision Making  
Transcript Abbreviation Comm & Dec Mkng  
Course Description Decision-making as a process; comparisons between interpersonal, bargaining-negotiation contexts, and groups and organizations; descriptive and prescriptive models of decision-making in small groups and organizations.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Greater or equal to 50% at a distance  
*Previous Value* 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

Exclusions Not open to students with credit for 631.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 09.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Junior

## Requirement/Elective Designation

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

## Course Details

Course goals or learning objectives/outcomes

- Understand major theoretical approaches to decision-making
- Comprehend specific factors which directly or indirectly influence decision-making
- Systematically analyze decision-making processes employed in real world contexts
- Apply theory to examine real world problems
- Think critically to derive recommendations for how to solve decision-making problems

Content Topic List

- Communication Process Models
- Adaptive Structuration Theory
- Rewards/Cost Approaches
- "Risky Shift" Theory
- Personality/Individual Difference Factors in Decision-Making
- Theory of Reasoned Action/Planned Behavior
- Leadership, Power
- Facilitation, Mediation
- Technology and Decision-Making

**COURSE CHANGE REQUEST**  
3331 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
03/21/2017

**Attachments**

- COMM 3331 Online syllabus.docx: Proposed online course syllabus  
*(Syllabus. Owner: Butte,Kylie M.)*
- COMM 3331 In-class syllabus.docx: In-class course syllabus  
*(Syllabus. Owner: Butte,Kylie M.)*
- Communication 3331 Technical Checklist.pdf: Technical Checklist from Mike Kaylor  
*(Other Supporting Documentation. Owner: Butte,Kylie M.)*
- Communication Curriculum Map updated Sept 2016.docx: Communication curriculum map  
*(Other Supporting Documentation. Owner: Butte,Kylie M.)*

**Comments**

- Effective term changed to SP18. *(by Butte,Kylie M. on 03/21/2017 04:58 PM)*
- Since courses changes requests had to be to the registrar by January 1st, please change the effective term to Spring 2018 or later. *(by Haddad,Deborah Moore on 03/21/2017 04:51 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	03/21/2017 04:47 PM	Submitted for Approval
Approved	Butte,Kylie M.	03/21/2017 04:47 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	03/21/2017 04:51 PM	College Approval
Submitted	Butte,Kylie M.	03/21/2017 04:58 PM	Submitted for Approval
Approved	Butte,Kylie M.	03/21/2017 04:59 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/21/2017 05:23 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/21/2017 05:23 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

# **SYLLABUS: COMM 3331 COMMUNICATION AND DECISION MAKING SUMMER 2017 ONLINE**

## **Course overview**

How are decisions made? What is the role of communication in the decision-making process? This course will provide an overview of the role of language, messages and social interaction processes that influence decision-making. We will discuss theory and research to understand how cognitive, affective, and motivational factors influence how we perceive meaning and construct our preferences. The course cover how the construction, expression and interpretation of information in messages affects individuals' decisions. Then the course will cover models of decision-making in groups. Course grades will depend primarily on student participation in discussion and short writing assignments meant to increase student awareness of, and ability to communicate about the role of communication in decision-making.

## **Instructor**

Instructor: Stefanie Best

Email address: best.146@osu.edu

Online Office hours: MW 10am-12pm

## **Course description**

Decision-making as a process; comparisons between interpersonal, bargaining-negotiation contexts, groups and organizations; descriptive and prescriptive models of decision-making in small groups and organizations. This course is delivered entirely online. Prereq: Not open to students with credit for 631.

## **Course learning outcomes**

Students should end the course with:

1. An understanding of communication factors in decision-making in students' own personal and professional lives.

2. An increased understanding of affective, motivational and cognitive factors that influence decision-making.
3. The ability to critically analyze the role of communication in making decisions with others.
4. The ability to articulate an understanding of decision making and clearly express thoughts about making decisions.

## Course materials

### Required

- Plous, S. (1993). *The Psychology of Judgment and Decision Making*. New York, NY: McGraw Hill, Inc.
- Additional readings to be provided as digital copies on Carmen.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
    - [Carmen \(Canvas\) accessibility](#)
- **Carmen Connect:**

- Carmen Connect, Ohio State’s webinar tool, will be used to host synchronous class meetings. Log in to Carmen Connect using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](http://my.osu.edu).
- Help guides on the use of Carmen Connect can be found at <https://odee.osu.edu/resourcecenter/carmenconnect>
- **Mediasite:**
  - Mediasite is Ohio State’s Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
  - Help guides on the use of Mediasite can be found at <https://resourcecenter.odee.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

## Grading and faculty response

### Grades

<u>Assignment or category</u>	<u>Points and Percent</u>
<u>Syllabus and Carmen Quiz</u>	<u>25/ 5%</u>
<u>Writing Assignments</u>	<u>125/ 30%</u>
<u>Discussion Participation</u>	<u>150/ 25%</u>
<u>Problem Sets</u>	<u>75/ 15%</u>
<u>Choice Analysis</u>	<u>125/ 25%</u>

<u>Total</u>	<u>500 Points and 100%</u>
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See course schedule, below, for due dates

## Assignment guide

### Discussions

Each week, students will be asked to respond to a question about either lecture or media assigned. The initial post will be due by 11:59pm on **Wednesday** of each week. A post responding to the initial post of another student will be due by **Friday** of each week.

### Writing Assignments

- **Decision Journal** – In the first week of class you will document three choices that you personally make in the course of your week. You will write about a decision to ACT (a decision about behavior) a decision to REACT (a decision made about how to respond or react to some information or stimulus), and a decision to INTERACT (a decision about how to engage with others). For each of these decisions, briefly describe what factors or context(s) led you to make the choice you did. This assignment will be used to launch our discussion of judgment and decision-making by encouraging you to reflect critically on your own judgment and decision-making processes.
- **Reflection Papers** – At three points throughout the term, you will write concise (700-750 words) reflection papers on the material covered in class and in the readings. These reflection papers will provide you with an opportunity to discuss how the concepts we cover in class might be applicable to your own personal and professional life, and how you might incorporate your new knowledge about decision-making and communication to make better decisions with others. Reflection papers will be graded for content, clarity, grammar, and syntax. Specific prompts will be provided for each reflection paper. These prompts will be announced in class and posted on Carmen.
- **Choice Analysis** – Your final assignment for the term will be to pick a topic to which your knowledge of communication and decision-making can be applied. You will do external research to find a real-world example of communication and decision-making. Then you will fully describe and evaluate that choice using your knowledge of communication and decision-making gained over the course of the term. How does communication influence the decision-making process? What communication strategies might result in a better decision? What cognitive, affective, contextual, and social factors might be influencing such a choice, and how? Several weeks prior to the due date, you will email me your topic of interest (or, if you are unsure of your final choice of topic, a list of several options). This will allow me to provide you with some feedback and direction, as necessary. Your Choice Analysis paper should not exceed 2000 words.

**\*A Note on Formatting:** Should you choose to do additional research for any of these papers, all references and citations should be formatted according to the style manual of the American Psychological Association (6<sup>th</sup> edition). Resources to assist you in the research and formatting process are available through the OSU Library system ([library.osu.edu/find/resources/](http://library.osu.edu/find/resources/)).

## Problem Sets

Students will be provided with a set of problems and asked to solve these problems taken from articles or media using the decision making concepts covered in that week's lesson. These problem sets will help students understand how information embedded in discussion and mass mediated sources can be used to facilitate individual decision-making. Students will take the role of the decision maker and recognize how these communicative processes factor into actual decisions.

## Late assignments

Late assignments without a valid medical excuse will incur a letter-grade penalty for each day they are late. Assignments 3 or more days late will not be accepted.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.



## E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: 2 TIMES PER WEEK**  
As participation, each week you can expect to post at least once and respond at least once as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

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### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Title IX

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

### Academic integrity policy

#### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

### Accessibility accommodations for students with disabilities

#### Requesting accommodations

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.**

### Course schedule (tentative)

<u>Week</u>	<u>Dates</u>	<u>Topics, Readings</u>	<u>Assignments</u>
<u>1</u>	<u>5/17</u>	<u>Introduction to Communication and Decision Making</u>	<u>Due (5/19): Syllabus and Carmen Quiz Student introduction discussion</u>

		<u>Choice Architecture: Constructed Preferences</u>  <u>Read: Newall, Lagnado &amp; Shanks ch. 1</u>	
		<b>The Lone Decision-Maker</b> <u>The role of language and message features in shaping decision preferences, problems, and heuristics</u>	
<u>2</u>	<u>5/24</u>	<u>How Problems Shape Decisions/ Bias</u> <u>Read: Plous Chapters 5 (51- 63), 6 (64-76), 3 (31-37)</u>	<u>Due:</u> <u>Discussion Post</u> <u>Decision Journal (5/24)</u>
<u>3</u>	<u>5/31</u>	<u>Availability</u> <u>Read: Plous Chapters 11(121- 130), 2 (15-21), 10(109-120)</u>	<u>Due:</u> <u>Discussion Post</u> <u>Reflection Paper 1 (6/4)</u>
<u>4</u>	<u>6/7</u>	<u>Self-fulfilling Prophecies, Expected Utility Theory</u> <u>Read: Plous Chapters 20 (231-240), 7(79-83)</u>	<u>Due:</u> <u>Discussion Post</u> <u>Problem Set 1 (6/11)</u>
		<u>The role of messages in reasoning about decision preferences</u>	
<u>5</u>	<u>6/14</u>	<u>Descriptive Models of Decision Making/ Risk Assessment</u> <u>Read: Plous Chapters 8(84- 93), 9(94-106), 12(131-144)</u>	<u>Due:</u> <u>Discussion Post</u>
<u>6</u>	<u>6/21</u>	<u>Cognition: Attitudes, Beliefs, and Values</u> <u>Read: Plous Chapters 13(145- 153), 14(153-161), 16 (64-76)</u>	<u>Due:</u> <u>Discussion Post</u> <u>Reflection Paper 2 (6/18)</u>
		<u>How do motivation and emotion affect communication and the decision- maker?</u>	

<u>7</u>	<u>6/28</u>	<u>Motivation and Context</u> <u>Read: Ekman, ch. 2 (on Carmen), Plous Chapter 4(38-48)</u>	<u>Due:</u> <u>Discussion Post</u>
<u>8</u>	<u>7/5</u>	<u>Emotions/ Risk as Feelings</u> <u>Read: Slovic et al (2004),</u>	<u>Due:</u> <u>Discussion Post</u> <u>Problem Set 2 (7/10)</u>
		<u>Making Decisions Together</u> <u>Improving Communication</u>	
<u>9</u>	<u>7/12</u>		<u>Due:</u> <u>Discussion Post</u>
<u>10</u>	<u>7/19</u>	<u>Social Influences/ Group Decision Making</u> <u>Read: Plous Chapters 17-18 (189-214)</u>	<u>Due:</u> <u>Discussion Post</u> <u>Reflection Paper 3 (7/23)</u>
<u>11</u>	<u>7/26</u>	<u>Behavioral Traps/ Overconfidence</u> <u>Read: Plous Chapters 21(241-252), 19(217-230)</u>	<u>Due:</u> <u>Discussion Post</u>
<u>Finals</u>		<u>Choice Analysis</u>	<u>Choice Analysis Due August 2 11:59pm</u>

### **Additional Readings**

- Ekman, P. (2003). When do we become emotional? In *Emotions Revealed* (pp. 17-37). New York: Times Books.
- Engleberg, I.N., & Wynn, D.R. (2013). *Working in groups*, 6<sup>th</sup> ed. Upper Saddle River NJ: Pearson. Chapters 9 and 10.
- Forsyth, D.R. (2014). *Group dynamics*. 6<sup>th</sup> ed. Belmont, CA: Wadsworth. Chapter 11, Decision-making.
- Hirokawa, R.Y., & Scheerhorn, D.R. (1986). Communication in faulty group decision-making. In R.Y. Hirokawa & M.S. Poole (Eds.), *Communication and group decision-making* (pp. 63-80). Beverly Hills, CA: Sage Publications.
- Newell, B. R. Lagnado, D. A., & Shanks, D. R. (2007). Falling off the straight and narrow. In *Straight choices: The psychology of decision Making* (1-13). New York: Psychology Press.
- Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis*, 24(2), 311-322. DOI: 10.1111/j.0272-4332.2004.00433.x

# Communication 3331: Communication & Decision-Making

## Spring 2017

**Instructor**  
Stefanie A. Best

**Email**  
best.146@osu.edu

**Office Location & Hours**  
Journalism Building 326  
Mondays & Fridays 9:30 – 11:30  
or by appointment

### General Information

**Class time:** Tuesdays & Thursdays, 9:35 AM – 10:55 AM

**Location:** Denney Hall 238

### Course Description

How are decisions made? What is the role of communication in the decision-making process? This course will provide an overview of the role of language, messages and social interaction processes that influence decision-making. We will discuss theory and research to understand how cognitive, affective, and motivational factors influence how we perceive meaning and construct our preferences. The course covers how the construction, expression and interpretation of information in messages affects individuals' decisions. Then the course will cover models of decision-making in groups. Course grades will depend primarily on student participation in discussion and short writing assignments meant to increase student awareness of, and ability to communicate about the role of communication in decision-making.

Catalog course description: Decision-making as a process; comparisons between interpersonal, bargaining-negotiation contexts, groups, and organizations; descriptive and prescriptive models of decision-making in small groups and organizations. Prereq: Not open to students with credit for 631.

### Course Goals

Students should end the course with:

1. An understanding of communication factors in decision-making in students' own personal and professional lives.
2. An increased understanding of affective, motivational and cognitive factors that influence decision-making.
3. The ability to critically analyze the role of communication in making decisions with others.

### Course Materials

#### Required Text

- Plous, S. (1993). *The Psychology of Judgment and Decision Making*. New York, NY: McGraw Hill, Inc.
- Additional readings to be provided as digital copies on Carmen.

## Readings

All assigned readings are expected to be completed prior to class time. The assigned readings will aid your understanding of the concepts and allow you to arrive to class with at least the base knowledge needed to participate in the day's discussion and activities. Supplemental readings will be provided on Carmen at least one week prior to the class period for which they are assigned.

## Assignments

Additional information about each assignment will be posted to Carmen well in advance of the assignment's due date. Please refer to Carmen for further details on specific assignments.

## Reading Quizzes

Starting in week 2, weekly mini-quizzes will be given in class. These quizzes will test your comprehension of the reading materials. Each quiz will be worth 4 points. At the end of the semester, the 3 lowest quiz grades will be dropped. Quizzes cannot be made up at a later time for any reason.

## Discussion Board Posts

Each week, you will participate in a discussion thread on the week's readings by posting high quality comments or questions about the reading(s) on the Carmen discussion board. A comment or question will be considered "high quality" if it demonstrates that you have read the material and are attempting to engage with and comprehend the material. A discussion thread will be started for each *class period*; you are expected to participate in the thread at least once *per week*. Posts **must** be posted by 11:59 PM the night before the class. Assigned readings for each class period can be found in the course schedule listed below.

## In-class Discussion

While most of our class time will be dedicated to lectures, we will regularly engage in small-group and class discussions of the material covered in lectures and readings. At the end of each of these discussions I will ask you to respond in writing to that day's discussion, either with your opinions or with questions you have about the class material or the discussion. These will serve as a tool for me to gauge your comprehension of, and engagement with, the discussion even if you choose not to speak at length that day. These written responses will also allow me to monitor the entire class's progress; if I notice that a number of people are particularly challenged by a concept, I will be able to revisit it in the following lecture to provide clarification.

A total of **5 points** will be awarded for each week's discussion participation.

## Writing Assignments\* – 50%

Unless otherwise noted, all written assignments are due by the **beginning** of class on their listed due date.

**Decision Journal** – In the first week of class you will document three choices that you personally make in the course of your week. You will write about a decision to ACT (a decision about behavior) a decision to REACT (a decision made about how to respond or react to some information or stimulus), and a decision to INTERACT (a decision about how to engage with



others). For each of these decisions, briefly describe what factors or context(s) led you to make the choice you did. This assignment will be used to launch our discussion of judgment and decision-making by encouraging you to reflect critically on your own judgment and decision-making processes.

**Reflection Papers** – At four points throughout the term, you will write concise (700-750 words) reflection papers on the material covered in class and in the readings. These reflection papers will provide you with an opportunity to discuss how the concepts we cover in class might be applicable to your own personal and professional life, and how you might incorporate your new knowledge about decision-making and communication to make better decisions with others. Reflection papers will be graded for content, clarity, grammar, and syntax. Specific prompts will be provided for each reflection paper. These prompts will be announced in class and posted on Carmen.

**Peer Review** – Twice throughout the term, you will have the opportunity to review a reflection paper written by another student and offer objective, constructive feedback. You will write a brief (250-300 words), honest, and specific evaluation of another student’s writing, which will be submitted to me and to the other student. These evaluations will help you to improve your writing by subjecting your writing to objective criticism. Providing this insight to others will also help you to evaluate and improve your own work, as well. Peer reviews will be graded for content, clarity, grammar, and syntax. Specific assignments of the paper you will review will be provided to you privately via email by the instructor.

**Choice Analysis** – Your final assignment for the term will be to pick a topic to which your knowledge of communication and decision-making can be applied. You will do external research to find a real-world example of communication and decision-making. Then you will fully describe and evaluate that choice using your knowledge of communication and decision-making gained over the course of the term. How does communication influence the decision-making process? What communication strategies might result in a better decision? What cognitive, affective, contextual, and social factors might be influencing such a choice, and how? Several weeks prior to the due date, you will email me your topic of interest (or, if you are unsure of your final choice of topic, a list of several options). This will allow me to provide you with some feedback and direction, as necessary. Your Choice Analysis paper should not exceed 2000 words.

**\*A Note on Formatting:** Should you choose to do additional research for any of these papers, all references and citations should be formatted according to the style manual of the American Psychological Association (6<sup>th</sup> edition). Resources to assist you in the research and formatting process are available through the OSU Library system ([library.osu.edu/find/resources/](http://library.osu.edu/find/resources/)).

## Grade Scheme

Grades for all components of the course will be converted to percentages and averaged using the weights given above. Your final grade will be computed using the OSU standard grading scheme summarized below.

E	D	D+	C-	C	C+	B-	B	B+	A-	A
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<60%	≥60%	≥67%	≥70%	≥73%	≥77%	≥80%	≥83%	≥87%	≥90%	≥93%
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## Course Schedule

Week	Date	Topic	Reading Due	Assignment Due
<b>1</b> <i>Introduction</i>	1-10	Introduction to Decision-Making		
		<b>The Lone Decision-Maker</b>		
		<u>The role of language and message features in shaping decision choices</u>		
	1-12	Choice architecture: constructed preferences	Newall, Lagnado & Shanks Ch. 1	Student Introduction
<b>2</b> <i>Contexts</i>	1-17	How problems shape decisions	Plous Ch. 5, 6 (51-76)	
	1-19	Bias	Plous Ch. 3 (31-37)	Decision Journal
<b>3</b> <i>Heuristics</i>	1-24	Availability	Plous Ch. 11 (121-130)	
	1-26	Dissonance, Representativeness	Plous Ch. 2, 10 (22-30; 109-120)	
<b>4</b> <i>Expectations</i>	1-31	Self-fulfilling prophecies	Plous Ch. 20 (231-240)	Reflection Paper #1
	2-2	Expected Utility Theory	Plous Ch. 7 (79-83)	
<b>5</b> <i>JDM Models</i>	2-7	Descriptive models of decision making	Plous Ch. 8 & 9 (84-105)	
		<u>The role of messages in reasoning about decision preferences</u>		
	2-9	Risk Assessment	Plous Ch. 12 (131-144)	
<b>6</b> <i>Risk &amp; Probability</i>	2-14	Risk Assessment, con't		
	2-16	Cognition: Attitudes, beliefs and values	Plous Ch. 13 (145-152)	Peer Review #1
<b>7</b> <i>Cognition</i>	2-21	Cognition, continued	Plous Ch. 14 & 16 (153-161; 174-188)	
	2-23	Correlation, causation, and control	Plous, Ch. 15 (162-173)	
		<u>How do motivation and emotion affect communication and the decision-maker?</u>		
<b>8</b> <i>Perception</i>	2-28	Motivation	Ekman, Ch. 2 (17-37)	Reflection Paper #2
	3-2	The influence of context	Plous Ch. 4 (38-47)	
<b>9</b> <i>Affect</i>	3-7	Emotions; risk as feelings	Slovic et al (2004) (311-322)	
	3-9	Emotions, cont.		
<b>10</b>	3-14	<b>SPRING BREAK – NO CLASSES</b>		
	3-16	<b>SPRING BREAK – NO CLASSES</b>		
		<b>Making Decisions Together: Improving Communication</b>		
<b>11</b> <i>Social Influences</i>	3-21	Social Influences	Plous Ch. 17 (191-204)	Reflection Paper #3
	3-23	Group decision-making intro	Plous Ch. 18 (205-214)	
<b>12</b> <i>Making Decisions, I</i>	3-28	Communication in faulty group decision-making	Hirokawa & Scheerhorn (63-80)	
	3-30	Group decision-making models	Forsyth, Ch. 11 (357-379)	
<b>13</b> <i>Making Decisions, II</i>	4-4	Group Think	Forsyth, Ch. 11 (380-392)	Peer Review #2
	4-6	Structured & creative problem solving in decision-making	Engleberg & Wynn, Ch. 9; 193-220	
<b>14</b> <i>Making Decisions, III</i>	4-11	Critical thinking and argument in decision-making	Engleberg & Wynn, Ch. 10; 221-240	Final paper topic (email by 11:59 PM on 4/10)

Week	Date	Topic	Reading Due	Assignment Due
	4-13	Leadership skills in decision-making; parliamentary procedure	Handouts; video	
15	4-18	Behavioral traps	Plous Ch. 21 (241-252)	Reflection Paper #4
	4-20	Overconfidence	Plous Ch. 19 (217-230)	
<b>Final Exam Period: Monday, May 1 8:00 AM – 9:45 AM – Meet to discuss final papers FINAL PAPER DUE 6:00 PM on MONDAY, MAY 1</b>				

## Additional Information and Resources

### Email Policy

You should only use email as a tool to set up a one-on-one meeting with me if my office hours conflict with your schedule. Use the subject line “Meeting request.” Your message should include at least two times/dates when you would like to meet and a brief (1-2 sentence) description of the reason for the meeting. **Emails sent for any other reason will not be considered or acknowledged**. I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person. This policy is not designed to limit or inhibit communication; rather it is designed to promote student independence and meaningful interaction. Our conversations should take place in person rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere. Accommodations to this email policy will **only** be made for **documented** disabilities or emergencies which would limit your ability to physically travel to my office.

### Late Assignment Policy

Late assignments will be accepted up to 48 hours after the listed due date and time. A **maximum** of 50% credit will be available for late assignments.

### Classroom Decorum

This course will often expose students to other experiences and points of view. At all times tolerance of different backgrounds, ideas and viewpoints is encouraged and expected. Showing and receiving respect is a life skill to be practiced throughout the semester.

### Technology Policy

The use of cellular phones during class time is not permitted. Laptop computers or tablets may be used but for note-taking or translation purposes **ONLY**. If you feel you cannot refrain from email, social networking, etc. it may be best to put the device away. I reserve the right to ask you to stop on the first offense, to put it away on the 2<sup>nd</sup> offense and to ask you to leave class for the day on the 3<sup>rd</sup> offense.

### Challenging a Grade

I am happy to discuss a grade with you, but never over email or during class time. Personal grade discussions are not a productive use of class time. If you wish to challenge a grade you must follow these steps:

1. Read the accompanying comments and think about their validity.
2. Email within one week of receiving the grade to make an appointment.

3. Bring along the assignment in question and a written explanation of why the grade should be altered. The resulting review of the grade may result in the grade being raised or lowered.

### **Extra Credit**

At any point in the semester while classes are in session, you may earn 1 extra credit point by reading a selection from the “Readings of Interest” section on the Content page of the Carmen site for this class, and writing a paper (700-750 words) summarizing the reading, and expressing your opinion on its strengths, weaknesses, and overall value to understanding decision-making. These readings are not required for the course but will provide you with an opportunity to gain a more nuanced understanding of the course content. Additional extra credit opportunities may be provided at my discretion; however, a **maximum** of 3 extra credit points can be earned.

### **Academic Misconduct**

The 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, and possession of unauthorized materials during an examination. 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. 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. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), 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 the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (<http://oaa.osu.edu/coam.html>)
- Ten Suggestions for Preserving Academic Integrity (<http://oaa.osu.edu/coamtensuggestions.html>)

### **Student Academic Services**

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

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### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Title IX**

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

### **Accessibility accommodations for students with disabilities**

Requesting accommodations

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.**

### **Final Note**

This syllabus, like most, is tentative. Things come up: we may get behind, we may get snowed out or we may really like a topic and want to keep going. Any changes to the syllabus or schedule will be posted on Carmen and emailed to the class.

### **Additional Readings**

- Ekman, P. (2003). When do we become emotional? In *Emotions Revealed* (pp. 17-37). New York: Times Books.
- Engleberg, I.N., & Wynn, D.R. (2013). *Working in groups*, 6<sup>th</sup> ed. Upper Saddle River NJ: Pearson. Chapters 9 and 10.
- Forsyth, D.R. (2014). *Group dynamics*. 6<sup>th</sup> ed. Belmont, CA: Wadsworth. Chapter 11, Decision-making.
- Hirokawa, R.Y., & Scheerhorn, D.R. (1986). Communication in faulty group decision-making. In R.Y. Hirokawa & M.S. Poole (Eds.), *Communication and group decision-making* (pp. 63-80). Beverly Hills, CA: Sage Publications.
- Newell, B. R. Lagnado, D. A., & Shanks, D. R. (2007). Falling off the straight and narrow. In *Straight choices: The psychology of decision Making* (1-13). New York: Psychology Press.
- Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis*, 24(2), 311-322. DOI: 10.1111/j.0272-4332.2004.00433.x

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Communication 3331

**Instructor:** Stefani Best

**Summary:** Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> <li>• Weekly readings</li> <li>• Online lectures</li> <li>• Online quizzes</li> <li>• Prompt response discussion board posts</li> <li>• Decision journal</li> <li>• Reflection papers</li> <li>• Online office hours</li> <li>• Problem set activities</li> <li>• Choice analysis</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> <li>• Carmen LMS</li> <li>• Carmen Connect</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the university suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a  Please see the below link that should be included in the course syllabus.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b  Please see the below link that should be included in the course syllabus.



7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

**Reviewer Information**

- Date reviewed: Mike Kaylor
- Reviewed by: 2/20/2017

**Notes:**

- Please update the first page of the syllabus to reflect that office hours for the course will be held online.
- Please be sure to provide a PDF file of the Power Point w/audio presentations. This can serve as a transcription file for the video.

<sup>a</sup>The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register

with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

## Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

### Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	<b>Goal 1: Comm Principles</b>	<b>Goal 2: Comm Practice</b>	<b>Goal 3: Career Preparation</b>
<b>Premajor</b>			
1100	Basic		
1101	Basic		Basic
<b>Research Methods</b>			
3160(H), 3163, 3165		Intermediate	Advanced
<b>Core Requirements</b>			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media &amp; Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis &amp; Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
<b>Sub-Plan Electives</b>			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (3 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

*Comm Analysis & Practice*

N/A as CAP has elective clusters (see below)

**Special Topic Electives***Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*New Media & Comm Tech*

(9 cr. from one track)

## Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*Comm Analysis & Practice*

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced