

Term Information

Effective Term Autumn 2022

Course Change Information

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

Inclusion of Comm 1101 under the new GE Foundations area in Historical and Cultural Studies.

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

As a course rooted in the history of human communication, Comm 1101 aligns best with the goals and expected learning outcomes of the Historical Studies GE Foundations area.

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)?

None.

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	1101
Course Title	History of Communication
Transcript Abbreviation	History of Comm
Course Description	History of human communication from the beginning of spoken and written communication to modern mediated and mass communication.
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
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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 101.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

General Studies Course

Intended Rank

Freshman

Requirement/Elective Designation

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

General Education course:

Individual and Groups; Historical and Cultural Studies; Social and Behavioral Sciences

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

Previous Value

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

General Education course:

Individual and Groups; Social and Behavioral Sciences

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

COURSE CHANGE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/03/2021

Content Topic List

- Communication history in perspective
- Methods for understanding communication history
- Memory and knowledge; literacy
- Printing and the public; conceptualizations of news
- Invention and discovery
- The mass audience; ethnicity and media
- Motion pictures and social issues (early 20th century)
- Radio development; communication networks
- Media during wartime
- Television and its impact on our culture
- Media and diversity
- Social media and newer media

Sought Concurrence
Previous Value

No

Attachments

- Comm1101SyllabusFoster.docx: Course Syllabus
(Syllabus. Owner: Jackson, Kylie M.)
- GE application Communication 1101 The History of Communication.docx: GE Application
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Communication Curriculum Map
(Other Supporting Documentation. Owner: Jackson, Kylie M.)

Comments

- -I am not clear why the grandfathered new GE Foundation Social and Behavioral Sciences has been removed. That is likely a mistake(?)
- Check off Wooster for new GE (or provide explanation for why all campuses are not checked off). *(by Vankeerbergen, Bernadette Chantal on 10/26/2021 02:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	10/18/2021 07:39 PM	Submitted for Approval
Approved	Garrett, Robert Kelly	10/18/2021 08:48 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2021 02:58 PM	College Approval
Submitted	Jackson, Kylie M.	10/26/2021 03:53 PM	Submitted for Approval
Approved	Garrett, Robert Kelly	10/26/2021 04:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2021 01:21 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/03/2021 01:21 PM	ASCCAO Approval

Syllabus
COMM 1101 – 0020 (16653)
History of Communication
Fall 2022; Online

Instructor:

Melissa Foster, PhD

Email: foster.1182@osu.edu (remember it's osu.edu, not buckeyemail)

Office hours: Appointment only via Zoom

Teaching Assistants: Please contact the TAs if you have questions about your grades; you will know who graded your assignment because their name will be on the comments in Carmen.

C-REP: Please contact Olivia Bullock at bullock.181@osu.edu if you have any questions about C-REP.

Course Overview:

This course will be delivered 100% online and provides a brief overview of the history of human communication. We'll focus primarily on more recent history (the last couple of hundred years) but will begin with the earliest known communication artifacts and progress rapidly from there.

Most of what we will cover is in the realm of mass communication. We will explore how communication changed as society changed, and the role of communication in producing social changes of various sorts.

You'll be responsible for material covered in the lecture or in assigned readings from the text (see below) as well as additional visual material (movies, radio programs, etc).

Course Objectives:

COMM 1101 is a GE Foundations course in the Historical and Cultural Studies area, meeting the following goals through lectures, readings, quizzes, and written assignments.

Students are able to:

- Critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.
- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

- Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
- Evaluate social and ethical implications in historical studies.

Additional course goals include making connections between the past and present in the following areas: technological determinism, news consumption, media effects, censorship, media monopolies, changing quality of media, cycles of new media, and social reform.

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

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.
 - 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 accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

Necessary software

- Word processor with the ability to save files under .doc, .docx, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Course Requirements:

Required Book:

Kovarik, B. *Revolutions in communication: Media history from Gutenberg to the digital age* (2nd Edition). Bloomsbury.

Other readings available on Carmen.

Assignments and Exams:

Coursework includes weekly quizzes (online and timed, generally multiple-choice and T/F style questions, with about 5 to 20 questions per quiz, questions randomly pulled from pools for each topic so that your quiz may have different questions than another students, but they cover the same concepts), weekly exam questions (online, short answer essays), , and C-REP participation. We will have 1000 points possible in the class. Your points are allocated as follows:

<u>Requirement</u>	<u>Points/Percent of Final Grade</u>
Quizzes	400 (13 quizzes in total, the lowest 3 scores are dropped, so the 10 that are kept are worth 40 points each)
Weekly Exam Questions	550 (13 questions in total, the lowest 3 scores are dropped, so the 10 that are kept are worth 55 points each)
C-REP	50
Total Points	1000

*If you are under the age of 18, please let the C-REP coordinator know as soon as possible, as there are implications for C-REP requirements. Please read the student guide for information on C-REP.

Letter Grade	Points
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
Failing	0-59.9

Please note: Carmen Canvas, OSU's class management software, does not round fractions up. I don't round up individual grades, no matter how close, because it's not fair to others.

Carmen has different settings for viewing grades. There is a setting in which assignments that are not completed are counted as a “zero” and a setting in which incomplete assignments are not yet counted in the final grade. If you are calculating your grade through the semester, make sure you are factoring in any assignments you failed to turn in on time as a “zero”.

Assignments:

Please keep track of when things are due. I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen.

Late work: Late work rarely (if ever) be accepted in this class. The assignments are provided well in advance and many of the lowest scores will be dropped for your final grade. Please recall that the due dates are not the goal for turning in assignments. Rather, the due dates are the last chance to turn them in. I recommend turning work in well in advance of the due date in case of technical problems or life issues.

If you have documentation (coming from a reputable source and including dates) of severe illness or emergency that spans across time this semester (more than 3 weeks), I’m willing to talk with you about your individual situation (prior to the due date). For health issues, I don’t need any medical information on documentation, but I do require information from your care provider specifying that you were not well enough to do online work.

Following instructions and keeping deadlines is an invaluable skill in the workforce. Thus, it is important to work on time management in college.

Please do not email your paper to the professor or to the TAs. We can only grade you based on what you submit to Canvas prior to the deadline because assignments that are emailed do not go through the plagiarism check.

Religious holidays: Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the semester so that alternative arrangements can be made

Before you submit an assignment:

Make certain it is in "doc" or "docx" or “pdf” format and that you have a reliable Internet connection. Some local restaurants have very unreliable connections that you will not notice as unreliable until you try to submit a document or watch a longer video. If your home or apartment does not have reliable service, try an on-campus computer lab or library.

Remember to leave yourself enough time to verify that your submission went through properly as *problems with technology will not be accepted for late work*.

Pre-grading: Please note also that neither I nor the TAs can pre-grade your papers. If you have specific questions, we are always available to answer those. However, we cannot read your paper in its entirety before the due date and tell you everything you need to change.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen. Here it is step by step:

- = After submitting the assignment, you should be taken back to the main page for the assignment
- = On the right-hand side is a submission status
- = To verify that everything uploaded correctly, click on 'Download [filename]'; you might want to save it to a different location on your hard drive than the original, or rename it during the download process, to avoid overwriting your original
- = Open the downloaded file and make sure everything looks correct

Recall that you will be graded on what you submit by the deadline, even if it was not what you intended to submit. So, it's important that you check to be sure your submission was correct.

If you are worried about the submission, you may want to consider taking a screen shot of the submission verification.

General Grading Criteria

The following is a general guideline regarding the 5 different categories on the rubrics. Please see comments in Carmen for more details when you get your grade back, but this is a general note:

Exceptional responses briefly but succinctly combine information from lecture and outside sources (we will talk about using the library). The response is extremely well written and organized in APA format. There is little to no room for improvement. Exceptional responses demonstrate that you can reiterate information from the lecture and other course materials, find and integrate additional relevant information on your own from sources outside of the course materials, and incorporate your own original analysis.

Above Average responses briefly but succinctly answer the questions, combining information from the class as well as information from outside class. There is some additional information that may improve the response but overall it is above average.

Average responses meet the minimum requirements of the assignment. However, information needs to be clarified or there is information that is incorrect. Improvements could be made in organizing information from different sources.

Needs Improvement means there was some key information missing or inaccurate/irrelevant information included.

Not Addressed generally means that the information was missing or inaccurate.

Technical Problems: Contact OIT (<https://ocio.osu.edu/help>) to see if they can help fix the problem so that you don't get it again. Calling is often faster than email.

Video lectures have a link in the Modules tab of Carmen. That link will take you to MediaSite where lectures are stored. MediaSite is the only university sanctioned website for hosting lectures, and it generally works great. However, in very large classes, it can happen that if three or four hundred students are all viewing a lecture at the same time, the lecture video can slow down or buffer. While this does not happen often, I do recommend that you not wait until the last minute to view videos just in case this happens to be an issue for you.

Grading: Please don't email your TA to ask if grades are finished. There are a large number of students in the course and we want to do justice to each submission. If there is a post on Carmen that says the grades have all been entered, and you don't have a grade, then you need to contact your TA or professor.

Grade Disputes: Any dispute about a grade must be taken up with your TA **within one week of the grade posting**, so please keep track of your grades and check them when you see an announcement. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work deserves a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed. Please submit your grade dispute first to the person who graded your paper. If your dispute is ongoing after this, you may contact your professor.

Page Limits and Formatting: Papers with page limits must use APA formatting (12-point, Times New Roman font, 1 inch margins...don't worry if APA is new to you; we will cover it in class) and must adhere to the page limits. Expressing yourself in a clear and succinct manner is a very valuable writing skill! Thus, exceeding the page limit will result in a reduction of your grade. Page limits are also strict in order to keep the playing field fair for everyone. Be careful not to go over your page/word limit, even by one sentence/word.

Contact Information for Various Issues

Who to Contact for Specific Problems:

Questions about the course/assignments/lectures/etc: First, post in the discussion area, as that allows the professor, TAs and other students to see issues and respond to everyone in an organized and timely manner. It keeps us all on the same page and allows everyone access to the same information 😊 You should post your query on one of the existing discussion threads instead of starting a new one.

You should contact your professor via phone or email if your question is of a personal nature or if you need to schedule an appointment for office hours. For personal issues (such as emergency illness or injury), please contact Dr. Foster at foster.1182@osu.edu. For questions about a grade you received, please direct your question to the person who graded your paper (you'll know from the comments who graded it).

Health Issues or Emergency Situations: Contact your instructor or Student Advocacy as these are always of a personal nature.

Technical Problems with Your Computer or Internet Connection Issues: OIT can be called at 614-688-HELP (4357). You can also email them about your problem or you can request that they call you back. The website for these alternatives is: https://osuitsm.service-now.com/selfservice/help_splash.do (Links to an external site.)

C-REP problems or questions: Post on the C-REP discussion board if your question may be relevant to other students. This discussion board is monitored by the C-REP administrator (not your professor). If your question is personal and C-REP related, contact the C-REP administrator.

Problems with your TA or unresolved issues (after trying the above): Contact Dr. Foster

Email etiquette: Please ensure that any emails you send are written professionally. If you are unsure about email etiquette, please check out the following website <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay> This includes any correspondence with the professor, Teaching Assistants, and other students. Everybody makes mistakes sometimes, and it can happen that if you're frustrated that you may end up sending an email that does not represent yourself the way you're like to. In that case, I encourage you to ask for a do-over and send a new response written in a way that is more reflective of your professional self.

Also, if you need to email me, please be sure to include the course name and section. If we are having an ongoing conversation via email, please make sure to "reply" to that thread instead of starting a new one each time. This will help us stay organized!

Letters of recommendation: Writing letters of recommendation for my students is one of my favorite things to do! However, it is my policy that I don't write letters of recommendation until I've had you in class for at least one full semester (final grades completed) and have enough familiarity with your work. This way I can honestly say in the letter that I know you/your work well enough to feel comfortable writing the letter and making a recommendation.

Other course information

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>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

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.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

See <https://hr.osu.edu/benefits/notice-of-nondiscrimination/>

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 Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

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.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

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

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Tentative Course Schedule (Schedule may be changed as appropriate)

Modules	Reading	Assignment	Topics and Due Dates (all due dates at 11:59pm)	Check Box
1 Introductions	Kovarik pages 1-15	Lecture	Watch introduction lectures posted in "Module 1"	
		Lecture	Concepts, Definitions, and Why History Matters	
		Lecture	APA format	
		Quiz #1	Syllabus Quiz: You can take this quiz up to 50 times. All other quizzes this semester can only be taken once. *Please note that I need to inform the office of registration of any students who did not attend the first week of classes. This "quiz" will count as your attendance for the first week, so please don't miss it. Due Monday, August 29 th by 11:59pm	
		Exam Question #1	Introduce Yourself (details on Carmen). Please post your introduction by and respond to at least 2 classmates by Aug 30 th and Sept 1st	
		C-Rep	Due dates are listed in student handbook (on Carmen)	
2 Methods of Study	Gomery, D. (1991). Methods for the study of the history of broadcasting and mass communication, <i>Film & History</i> , 21, 55-63.	Lecture	Methods and Limitations	
		Lecture	Media Literacy	
		Lecture	How to Use the University Library	
		Lecture	Chronological History	

	PDF on Carmen	Quiz #2	Covers materials from Modules 1 and 2. Due Sept 8th	
		Exam Question #2	There are different ways to study the history of communication, one of which is conducting interviews with people who lived through important events. What are some of the pros and cons of the interview method relative to other ways to learn about history? Please post your original paper by Sept 6th and respond to at least 2 classmates by Sept 8th. Details available on Carmen.	
3	Kovarik 17-26 and 255-274	Lecture	Writing/Printing	
Technological Determinism		Lecture	Telegraph	
		Lecture	The Internet on the Brain	
		Quiz #3	Covers material from Module 3; due Sept 15th	
		Exam Question #3	Please choose a communication technology that you use regularly (e.g. cell phone, TV, computer, social media, etc...) and describe how that technology has had an impact on society/culture. Please post your original paper by Sept 13 th and respond to at least 2 classmates by Sept 15th	
4	Kovarik 105-138	Lecture	Newspapers and Issues	
The News		Lecture	Newspapers and Events	
		Lecture	Local News	
		Quiz #4	Covers material from Module 4, due Sept 22nd	
		Exam Question #4	Please find someone over the age of 40 and interview them as if you were a reporter doing a feature article about historical events. Please post your original interview summary by Sept 20 th and respond to at least 2 classmates by Sept 22 nd . Details on Carmen.	
5	Kovarik 309-342	Lecture	Television	

Impact on Society		Lecture	The Internet	
		Lecture	Smart Phones	
		Lecture	Violence (Dr. Bushman episode)	
		Quiz #5	Covers materials from Module 5, due Sept 29th	
		Exam Question #5	Please chose something that you heard or read in mass media (e.g. a movie, a book, a TV show, etc...) and describe how it impacted people in an important way. Please post your original paper by Sept 27 th and respond to at least 2 classmates by Sept 29 th . Details on Carmen.	
6 Quality of Mass Media	Kovarik 217-248	Lecture	Advertising	
		Lecture	Radio	
		Lecture	Television	
		Quiz #6	Covers material from Module 6, due Oct 6th	
		Exam Question #6	Please choose a communication technology (e.g. TV, radio, cinema, etc.) and discuss how the quality of it has changed over time. Please post your original paper by October 4 th and respond to at least 2 classmates by Oct 6 th . Details on Carmen.	
7 Stereotypes	Kovarik 181-216	Lecture	Visual media and stereotypes	
		Lecture	Cinema Part 1	
		Lecture	Cinema Part 2	
		Quiz #7	Covers material from Module 7, due Oct 18th	
		Exam Question #7	Please choose a historically marginalized group of people (e.g. women, Black Americans, Muslims, LGBTQ+, etc.) and discuss how they were portrayed in a communication medium (e.g. movies, sitcoms, radio, etc.) and compare it to today. Please post your original paper by October 11 th and respond to at least 2 classmates by Oct 18 th .	
8		Lecture	Video Games	

New Technology	Carr Chapter 1, pdfs on Carmen	Lecture	The Internet Part 1	
		Lecture	The Internet Part 2	
		Quiz #8	Covers material from Module 8, Due Oct 25th	
		Exam Question #8	Please choose a communication medium (e.g. photography, video games, the Internet, etc.) and discuss how the general public reacted to it when it was first available. Be sure to compare to how it is received today. Please post your original paper by October 20 th and respond to at least 2 classmates by Oct 25th. Details on Carmen.	
9 Censorship	Berkowitz 199-252; pdf on Carmen	Lecture	TV/Movies	
		Lecture	Radio	
		Lecture	Newspapers	
		Quiz #9	Covers materials from Module 9, due Nov 1st	
		Exam Question #9	Please choose a communication medium (e.g. The Internet, Hollywood movies, Bollywood movies, etc.) and discuss how it has been regulated and censored historically verses today. Please post your original paper by October 27 th and respond to at least 2 classmates by Nov 1st. Details on Carmen.	
10 Monopolies	Klobuchar 17-38 pdf on Carmen	Lecture	Impact of Monopolies	
		Lecture	Radio	
		Lecture	Tech Giants	
		Quiz #10	Covers material from Module 10, due Nov 8th	
		Exam Question #10	Please choose a communication medium (e.g. radio, the Internet, local TV news, etc...) and describe how it is regulated in terms of monopoly historically and today. Please post your original paper by Nov 3 rd and respond to at least 2 classmates by Nov 8th. Details on Carmen.	
11 Social Reform	Kovarik 151-180	Lecture	Photography	
		Lecture	Social Reform Movements	

		Lecture	Social Reform in Entertainment Media	
		Quiz #11	Covers material from Module 11, due Nov 15th	
		Exam Question #11	Please choose a social reform movement and detail the role that communication technology played in that movement. Please post your original response by Nov 10 th and respond to at least 2 classmates by Nov 15th	
12	Communication Technology and Politics Holzer prologue, pdf on Carmen	Lecture	Political Satire	
		Lecture	Presidents and the Press	
		Lecture	Newspapers	
		Quiz #12	Covers material from Module 12, due Nov 22nd	
		Exam Question #12	Find a rhyme in political history and discuss the role that communication technology played in that movement. Please post your original response by Nov 17 th and respond to at least 2 classmates by Nov 22 nd .	
13	Review Wheeler prologue; pdf on Carmen	Lecture	The History of Communication: What it is and Why it Matters	
		Lecture	The History of Communication: Chronological History	
		Lecture	The History of Communication: Examining Multiple Topics Through an Exemplar	
		Quiz #13	Covers Material from Module 13, due Dec 1st	
		Exam Question #13	Please reflect on the course and write a brief paper on why it is important to study the history of communication and select one topic from this course (e.g. censorship, social justice, etc.) and summarize what you would like the general public to know about it. Imagine you're doing a TED Talk or some other speech to a large group of people. What might you like to share with them? Please post your	

			original response by November 29 th and respond to at least 2 classmates by December 1st.	
		Extra Credit	Please write a report on either an historical person or event, not detailed in the course and relevant to communication. You might consider reading a book and writing your paper as a sort of book report or using multiple, smaller sources. Some ideas are in Carmen, but feel free to choose a different topic if you prefer. Due November 1 st .	
			Congratulations, you're finished!	

Communication 1101
The History of Communication
General Education Foundation Application

Foundations Please explain in 50-500 words why or how this course is introductory or foundational in the study of History or Cultures.

Communication 1101 is currently a GEC course in Category 2, Breadth, B. Social Science, subcategory (1) Individuals and Groups.

This class focuses on mass media communication and how media technologies have shaped individuals and society. Understanding the historical context of the development, reception, regulation, and evolution of mass media helps students to understand and evaluate important media issues today.

Foundational aspects of the class include helping students learn to find sources (both academic and non-academic), think critically (evaluate information and apply it to their own lives), and integrate information.

Each week, students watch the lectures and take a related quiz. Lectures are based on information from readings that include textbooks (e.g. Kovarik's "Revolutions in Communication"), popular books (e.g. Berkowitz's "Dangerous Ideas: A Brief History of Censorship"), and historical popular media (e.g. Edward's Murrow's rebuttal to McCarthy's appearance on his show).

There is a relevant discussion topic each week to integrate information from lectures with sources they have found outside of the class materials. Students are shown how to use the university library to find materials, and we discuss the differences between types of sources. In addition, students are asked to include in each weekly discussion question their own, original analysis of the topic. Thus, while students are able to *identify, define, and describe* concepts, events, and issues from the lecture, they also *apply* that knowledge to each topic through a historical viewpoint through weekly one-page papers. These papers are shared on a discussion board and students are asked to read at least 2 other people's papers and comment on them in a way that demonstrates that they read the post. At the introductory level, it can be helpful for students to see other students' work. They can get ideas from other students and also see examples of areas for improvement.

The modules contain introductory information about the topic for the week. Students can then choose their own specific subtopic within the umbrella topic to follow their own interests. For example, in Module 3, we cover technological determinism, the idea that technology can shape society as a whole. Lecture covers the definition of technological determinism and the history of 3 different communication technologies (the printing press, the telegraph, and the internet) as examples including the development of the technology, the nature of the world at the time it was created, how people reacted to the new technology initially, and how that technology was used, regulated, and modified in ways that impact the world we live in today. Students then choose one communication technology and describe how it has impacted society/culture today using information from lectures as well as outside sources to write a one-page paper with the main points of their findings. In this way, students have an umbrella topic and are free to choose a communication technology that is of particular interest to them. These

connections between their own lives and the material in class should serve as a useful example of applying concepts from other courses to their lives.

Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

There are 12 topics/modules relevant to the history of communication, and by the end of the course, students have a basic understanding of each topic so that they can build on this general knowledge as they continue in their undergraduate career. The topics include: Concepts and Definitions, Methods of Study, Mass Media, Technological Determinism, Journalism, The Quality of Mass Media Content Over Time, Stereotypes in Mass Media, New Technology, Censorship Through Time, Monopolies Through Time, Social Reform Through Time, and Communication Technology and Politics.

For each major mass communication medium, students learn the basics of its origin, regulation, uses, and impacts on society. To achieve this, they will watch lecture videos, read course materials, and find materials outside of the class to supplement weekly discussion posts.

Critical investigation of each of these 12 topics starts with lectures that explain the topics and provide examples. For example, in Module 4, the broad topic we discuss is how journalism has impacted society and people over the course of written history. In lecture, we discuss the chronological evolution of journalism and the importance of journalism to the world we live in today. We use local television news, national newspapers, and international news websites as examples of how journalism has shaped the world. These lectures include information from peer-reviewed sources, textbooks relevant to the history of communication, and written/video interviews with people from that time period (primary sources). We also look at newspaper clippings and videos as examples of journalism from the past and compare these with more current events. For example, I show students a video of Walter Cronkite sharing with the public the news that President John F Kennedy had been assassinated. We discuss how that broadcast, the Cronkite's work particularly, impacted people and society as they absorbed this shocking news. I also ask students to compare that event with current events in which people turn to a familiar newscaster or newspaper to learn about and process upsetting information.

After watching the lecture videos as examples, students are asked to do their own critical evaluation of how media influence people/society in their weekly discussion posts.

Example assignment:

An example of an assignment relevant to this topic is when students are asked in Module 4 to find someone over the age of 40 and interview them as if they were a reporter doing a feature article about historical events. Student then compare what they learned about the event from their interview with other sources (e.g. documentaries, books, etc...). Students can choose their interview topic from a provided list or pick a different topic if they have something else they are interested in that fits the assignment requirements (and the age of the person they are interviewing). Some examples of historical events on the provided list include interviewing people about the first time they saw a silent motion

picture, color TV, or the first time they used a cell phone/email/Facebook, as well as national events such as the assassination of President Kennedy, Civil Rights coverage during the 1960's, Vietnam coverage during the 1960's, President Nixon's resignation, the television broadcast of "Roots", or the Moon landing. Students who are interested in writing their paper about an international event are encouraged to do so and generally talk with me about their topic in advance to make sure it fits the assignment requirements.

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students learn about methods and theories for studying the history of communication starting in Module 2. Lecture material covers the methods and limitations of each method and gives a broad overview of how these can be applied to issues relevant to communication technology. In lecture, before addressing each of these methods, we discuss in general why it's important to learn about these methods specifically in the context of a history course. For example, learning about history helps us to understand the present day as well as make predictions about the future. Additionally, studying history helps us to understand the gray parts of life and thus have a better understanding of people and their motivations. Also, understanding history helps us to make decisions relevant to the fact that future generations will hold us accountable for the decisions we make today.

Some of the methods we discuss for organizing, studying, and evaluating history include the classification method, the "great" man/woman approach (looking at important historical figures), the "big history" approach (finding rhymes and repetitions through history), using current knowledge to interpret the past (using an example of how knowledge about how archeological discoveries about dinosaurs impacted Hollywood movies), differentiating between fact and fiction in historical media, and studying history through a lens of interdependence between media and individuals and media and society.

There are a number of contemporary issues covered in the course including, disinformation, stereotypes in the media, violence in the media, deceptive advertising strategies, regulation of new media technologies, censorship, media monopolies/trusts, social reform movements, and the roll of communication technology in politics. We start the section on politics with examples of how the camera helped Abraham Lincoln become popular and send with information on how political satire shows shape people's political knowledge today.

Example Assignments:

In Module 2, students engage in discussions about the pros and cons of the interview method. In lecture, I do not have a specific slide that I go over the pros and cons. However, I do ask students to think about this topic before watching the lectures because, although the pros and cons are not neatly laid out on a single slide, I discuss many of them during the lecture. For example, I cover the ways in which human memory is both really good and imperfect, and students will often notice that is relevant to the interview method of learning about history.

Then in Module, 4, students are able to apply this information in a discussion assignment in which they conduct an interview with someone over the age of 40 on a topic of their choosing from a provided list of important moments in the history of communication.

There are several opportunities for students to apply this study to understand the origins and implications of contemporary issues. For example, in Module 8, students are asked to choose a communication medium (e.g. photography, video games, the internet, etc...) and discuss how the general public reacted to it when it was first available. They are also asked to compare this to how it is received/used today. This has helped ease some students' anxiety about social media. Although social media is a unique communication medium, students who are otherwise feeling a lot of anxiety about how much social media will change the world will sometimes make connections to other mediums that were ill received by the public when they came out. This helps students understand that it's important to engage with media responsibly, but that it's not hopeless.

For another example, in Module 9, students are asked to choose a communication medium or genre (e.g. social media, Hollywood movies, Bollywood movies, newspapers, etc...) and discuss how it has been regulated and/or censored historically and today. Looking at what has worked or failed in the past regarding censorship can help students evaluate censorship today.

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

One of the goals for this class is to help students to think about their own media use by considering how media has been used and impacted people historically. To this end, we discuss in lecture the evolution of communication mediums such as advertising, radio, and television. The content and quality of the programming has changed over time to impact the options that people have today. Students who understand how the media has changed over time can more effectively understand how it influences their own beliefs and behaviors. For the discussion post relevant to this issue, students are asked to choose a communication technology (e.g. TV, radio, cinema, etc...) and discuss how the quality of it has changed over time. They can cover one of the technologies discussed in lecture or pick a different one that they are interested in and are able to make a connection to their own life.

Another goal for this class is that students are able to understand how the history of a communication technology has impacted society as a whole. To this end, we discuss in lecture the ways that the public initially reacted to new communication technology (we cover photography, video games, and the Internet as examples) and contrast this to how society as a whole uses and is influenced by this media. For example, the discussion post for Module 8 on New Technology asks students to choose a communication medium (e.g. photography, video games, the Internet, etc...) and discuss how the general public reacted to it when it was first available and contrast that with how the technology is (or isn't) used today.

Part of understanding both how media influences individual people and society as a whole includes learning about media regulation through history. For the Censorship Module, Module 9, the discussion prompt asks students to choose a communication medium (e.g. The Internet, Hollywood movies, Bollywood movies, etc...) and discuss how it has been regulated and censored historically versus today.

For the Monopoly unit (Module 10), students choose a communication medium (e.g. radio, the Internet, local TV news, etc...) and describe how it is regulated in terms of monopoly historically and today.

Human beliefs and behaviors can also be better understood by looking through history for events, issues, and ideas that bear similarity to each other. For example, in Module 12, we focus on communication technology's role in influencing political policies. Students are asked to choose a rhyme in political history and discuss the role that communication technology played in that movement. They have a list of ideas that they can choose from including political slander (comparing newspapers from the early 1900s to today), stereotypes in the media contributing to support for war (there are some examples of political cartoons), and photographs that helped increase public support for policies relevant to refugees and asylum seekers. However, if students are interested in a rhyme that is not on the list, they are encouraged to pursue that option with instructor approval.

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The study of the history of communication lends itself to many topics regarding social and ethical issues. Some of the topics in this course include broad issues such as how we often learn about history from people who were advantaged in some way as well as more specific issues relevant to communication technology (e.g. the role of cell phone videos in coverage of civil rights violations).

Examples:

In Module 3, students reflect on how communication technology has impacted society (technological determinism). We cover some social and ethical implications such as the role that the printing press played in literacy (and thus the creation of a "middle class"), the power and political influence held by the post office in the early days of the telegraph, and the ways that the Internet can both connect people and lead to further divisions.

In Module 5, students reflect on how a particular message from history that was shared via mass media has impacted individuals and society (in ways that were positive, negative, or both). They chose a historically significant movie, book, or TV show, and describe how it impacted people in an important way. There is a list of ideas provided, or students can select something off the list if they choose. Some examples include movie genres (e.g. the "rebel without a cause"), the impact a particular movie had on the public (e.g. "Super Size Me"), or a music album that influenced politics (e.g. Bob Dylan).

Media representation, and the impact of this, is discussed in Module 7 about stereotypes. Students choose a marginalized group of people and discuss how they were portrayed in a communication medium (e.g. movies, sitcoms, radio, etc...) in the past and compare it to today. There is a list provided to students with peer-reviewed and popular sources about various topics, and they chose choose one of those or select a topic that is not on the list if it is of interest to them. For example, they may choose to cover how Black Americans were portrayed in sitcoms of the 1980's vs today, how LGBTQ people were represented in comedy past and present, or how female doctors were portrayed (or not) in the 1980s vs the early 2000s.

To better understand the role of communication technology in social movements, students are asked in Module 11 to choose a social reform movement and detail the role that communication technology played in that movement. The provided list includes movements such as civil rights, women's rights, LGBTQ+ rights, Black Lives Matter, the environmental movement, etc...), but as usual, students are encouraged to discuss with me if they have a different topic they would like to cover. Students are also required to read and respond to at least 2 classmates to facilitate engaging with different topics.

Communication

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

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate