

COMM 100 Communication Science
UCLA Department of Communication

Course Information	
Instructor:	Gabe Jones Office Hours: Tuesdays & Thursdays 5 pm - 6:15 pm (click here to join)
Teaching Assistants:	Connie Bainbridge Office Hours: Wednesdays 3-4 pm (click here to join)
	Chris Castro Office Hours: Wednesdays 3-4 pm (click here to join)
	Theo Samore Office Hours: Thursdays 4-5 pm (click here to join)
Class Meeting Times:	While we're online, video lectures will be posted asynchronously by early afternoon on Tuesdays and Thursdays, and I'll hold office hours during our regularly scheduled class meeting times from 5 pm to 6:15 pm Tuesdays and Thursdays. If and when we return to on-ground instruction, this information will be updated and I'll send out an announcement to the class with the new meeting & office hour information.

Course Description
This course is an examination of fundamental issues in the communication sciences. We will explore theoretical and methodological approaches that bridge major areas of current interdisciplinary communication research. Specific topics include philosophy of science, information theory, cultural evolution, social networks, principles and issues of big data, human-computer interaction, political communication, media effects, and the communicative nature of art and social life.

Lectures and Discussion Sections
While classes are held online (currently scheduled through January 28), the lecture component of this course will be asynchronous, so there are no specific scheduled meeting times for lectures. Instead, recordings of lectures will be posted to Canvas each

Tuesday and Thursday afternoon, and I will then be available for virtual office hours via [Zoom](#) on Tuesdays and Thursdays from 5 pm to 6:15 pm or by appointment. This information will be updated if and when we move back on ground.

Discussion sections with your TA will be held synchronously (via Zoom for as long as classes are held online) during the posted times (see table below) to actively discuss the ideas and concepts from readings and lectures. Discussions will prioritize the preceding week's material, so please ensure that you're prepared to discuss the readings and lectures from that week.

Discussion sections will begin week 2 - no discussion meetings in week 1.

Discussion Sections	Teaching Assistant	Zoom Link
1A: Mondays 2 pm to 2:50 pm	Connie Bainbridge	Click here
1B: Mondays 3 pm to 3:50 pm	Theo Samore	Click here
1C: Mondays 4 pm to 4:50 pm	Chris Castro	Click here
1D: Thursdays 2 pm to 2:50 pm	Connie Bainbridge	Click here
1E: Thursdays 3 pm to 3:50 pm	Chris Castro	Click here
1F: Thursdays 4 pm to 4:50 pm	Chris Castro	Click here
1G: Tuesdays 2 pm to 2:50 pm	Connie Bainbridge	Click here
1H: Tuesdays 3 pm to 3:50 pm	Theo Samore	Click here
1I: Tuesdays 4 pm to 4:50 pm	Theo Samore	Click here

Readings

All readings are available in Canvas and are linked to from the syllabus below. Lectures will cover the readings due on the date noted in the Reading Schedule below.

Grading

You will be evaluated according to your performance in three assignment categories: nine weekly discussions, starting week 2; nine weekly short response papers, also starting week 2; and one take-home exam (see the Assignments section below for descriptions of each assignment category).

Grading will break down as follows:

Assignment category	How many?	Weeks due	% of Final Grade
Weekly online discussions	9	2-10	25%
Weekly response papers	9	2-10	50%
Exam	1	Exam week	25%

Reading Schedule

Week 1	Topic	Readings Due
	Course introduction	None
	Philosophy of science	Explorable.com: <ul style="list-style-type: none"> • Philosophy of science • Aims of research
Week 2	Topic	Readings Due
	Communication science and the landscape of communication theory	Griffin, E., Ledbetter, A., & Sparks, G. (2019). Mapping the territory: Seven traditions in the field of communication theory . In <i>A first look at communication theory</i> (10th ed.). (pp. 36-49). McGraw Hill Education.
	Models of communication	Scott-Phillips, T. C., Dickins, T. E., & West, S. A. (2011). Evolutionary theory and the ultimate-proximate distinction in the human behavioral

		<p>sciences. <i>Perspectives on Psychological Science</i>, 6(1), 38-47.</p> <p>Dawson, M. (2002). Computer modeling of cognition: Levels of analysis. In Nadel, L. (Ed.), <i>Encyclopedia of cognitive science</i> (pp. 1-4). Macmillan.</p>
Week 3	Topic	Readings Due
	Models of communication	Ritchie, D. (1986). Shannon and Weaver: Unravelling the paradox of information . <i>Communication Research</i> , 13(2), 278-298.
	Social networks	Newman, M. (2018). Networks: An introduction (2nd ed.). Oxford University Press. Chapters 1 (pp. 1-11) and 4 (pp. 47-69).
Week 4	Topic	Readings Due
	Cultural evolution	Kempe, M., & Mesoudi, A. (2014). Experimental and theoretical models of human cultural evolution . <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 5(3), 317-326.
	Cultural evolution	<p>McNamara, A. (2011). Can we measure memes? <i>Frontiers in Evolutionary Neuroscience</i>, 3, 1-7.</p> <p>Postman, N. (1998). Five things we need to know about technological change. Talk delivered in Denver, CO, March 28, 1998.</p>

Week 5	Topic	Readings Due
	Big data	Lazer, D. M., & Radford, J. (2017). Data ex machina: Introduction to big data . <i>Annual Review of Sociology</i> , 43(1), 1-24.
	Language diversity	Lupyan, G., & Dale, R. (2016). Why are there different languages? The role of adaptation in linguistic diversity . <i>Trends in Cognitive Sciences</i> , 20(9), 649-660.
Week 6	Topic	Readings Due
	Machine behavior	Rahwan, I., Cebrian, M., Obradovich, N., Bongard, J., Bonnefon, J. F., Breazeal, C., & Jennings, N. R. (2019). Machine behaviour . <i>Nature</i> , 568(7753), 477-486.
	Conversation & conversational groups	Dunbar, R. I., Duncan, N. D. C., & Nettle, D. (1995). Size and structure of freely forming conversational groups . <i>Human Nature</i> , 6(1), 67-78. Berger, J. (2014). Word of mouth and interpersonal communication: A review and directions for future research . <i>Journal of Consumer Psychology</i> , 24(4), 586-607.
Week 7	Topic	Readings Due

	Cyberpsychology	Piazza, J. R., & Ingram, G. P. (2015). Evolutionary cyberpsychology 2.0: Revisiting some old predictions and posting some new ones in the age of Facebook . In <i>Evolutionary Perspectives on Social Psychology</i> (pp. 159-174). Springer International Publishing
	Media effects	Valkenburg, P. M., Peter, J., & Walther, J. B. (2016). Media effects: Theory and research . <i>Annual Review of Psychology</i> , 67, 315-338.
Week 8	Topic	Readings Due
	Media effects	Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication . <i>Journal of Communication</i> , 58(4), 707-731.
	Media effects	Post, S. (2018). Polarizing communication as media effects on antagonists: Understanding communication in conflicts in digital media societies . <i>Communication Theory</i> , 29(2), 213-235.
Week 9	Topic	Readings Due
	Political communication	López-García, G., & Pavía, J. M. (2019). Political communication in election processes: An overview . <i>Contemporary Social Science</i> , 14(1), 1-13.

	Political communication	<p>Lazer, D. M., et al. (2018). The science of fake news. <i>Science</i>, 359(6380), 1094-1096.</p> <p>Kavanagh, J., & Rich, D. (2019). Truth decay: An initial exploration of the diminishing role of facts and analysis in American public life. RAND Research Report (pp. ix-xx, 1-6).</p> <p>Shao, et al. (2018). The spread of low-credibility content by social bots. <i>Nature Communications</i>, 9(4787), 1-9.</p>
Week 10	Topic	Readings Due
	Political communication	<p>Murphy, G., Loftus, E. F., Grady, R. H., Levine, L. J., & Greene, C. M. (2019). False memories for fake news during Ireland's abortion referendum. <i>Psychological Science</i>, 30, 1449-1459.</p> <p>Entman, R. M., & Usher, N. (2018). Framing in a fractured democracy: Impacts of digital technology on ideology, power, and cascading network activation. <i>Journal of Communication</i>, 68(2), 298-308.</p>
	Art and aesthetics	<p>Scott-Phillips, T. C. (2015). What is art? A pragmatic perspective. <i>Think</i>, 14(40), 87-91.</p> <p>Tooby, J., & Cosmides, L. (2001). Does beauty build adapted minds? Toward an evolutionary</p>

		theory of aesthetics, fiction, and the arts. <i>SubStance</i>, 30(1), 6-27.
--	--	---------------------------------------------------------------------------------------------

Assignments	
Weekly Online Discussions	<ul style="list-style-type: none"> ● Online discussions will begin week 2 and will be held weekly through week 10 ● Each section will have its own discussion board each week. You will be able to participate only in your specific section's discussion. ● Your first post is due no later than four hours prior to that week's discussion meeting and should ask a question related to the previous or current week's readings, or to the lectures based on the readings. Questions should reflect thoughtful, substantive engagement with the readings and/or lectures. ● A minimum of 2 additional response posts are due no later than Sunday of each week and should each attempt an answer to a classmate's question. Answers should demonstrate substantive engagement with the reading as well, including references where appropriate. You should use your weekly discussion section meeting to help frame effective responses. ● Each weekly online discussion carries equal weight, for a total of 25% of the final grade.
Weekly Response Papers	<ul style="list-style-type: none"> ● Due starting the end of week 2 and each week thereafter through week 10. ● The prompt for each week's paper will be posted by noon Tuesday and will be due by the end of the following Sunday. ● Should be no longer than 400 words in length and will address a specific topic from that week's reading and/or lectures. ● Each weekly response paper carries equal weight, for a total of 50% of the final grade.
Exam	<ul style="list-style-type: none"> ● Exam questions will be posted by noon Tuesday of exam week. ● Exams must be submitted no later than 5 pm Thursday of exam week. ● Comprises 25% of the final grade.

Late Work

Late submission of weekly response papers will be deducted 10% per day unless prior approval has been granted. Approval will only be granted under documented mitigating circumstances.

Weekly discussion posts and the exam will not be accepted late.

Modules

Course content is divided into weekly modules that run from Monday at 12:01 am through Sunday at 11:59 pm US Pacific Time (UTC-08:00). Due dates are communicated within each Assignment tool.

University Policies

Academic Integrity

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal. See the [Dean of Students website](#) for more information.

[source: Dean of Students syllabus statement ([syllabus](#))]

Accommodations for Students with Disabilities

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the [CAE website](#), visit the CAE at

A255 Murphy Hall, or contact us by phone at (310) 825-1501.

[source: Center for Accessible Education ([Faculty Questions](#))]

Resources for Students

UCLA provides resources if you are feeling overwhelmed and need personal and/or academic assistance.

Please see the [Red Folder](#) for more information.

Title IX

Advocacy and Confidential Services

Please note that Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 205 Covell Commons, Los Angeles, CA, 90095, care@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.

Reporting and Non-confidential Services

Your professor is required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should he become aware that you or any other student has experienced sexual violence or sexual harassment. In addition, You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2255 Murphy Hall, titleix@equity.ucla.edu , (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Grade Distribution	
Grade	Percentage
A+	100% to 97%
A	96.99% to 93%
A-	92.99% to 90%
B+	89.99% to 87%
B	86.99% to 83%

B-	82.99% to 80%
C+	79.99% to 77%
C	76.99% to 73%
C-	72.99% to 70%
D+	69.99% to 67%
D	66.99% to 60%
F	59.99% to 0%

Course policies and requirements are subject to change.

