

SYLLABUS: COMMUNICATION 2850 MEDIA AND CITIZENSHIP ONLINE, SUMMER 2023

Instructor:

Melissa Foster, PhD

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Office hours via Zoom (email to make an appointment)

Course description

This course will be delivered 100% online. The main purpose of this course is to learn how to better consume media and participate in interactive media to promote informed, active, and responsible citizenship. Understanding how media industries operate, how media influence us, how we influence media, how to critique media for accuracy, and how cognitive processing and individual differences impact the way we engage with and process media is vital to decision making that benefits individuals and society. Thus, this course provides an overview of media and its role in citizenship in contemporary democracies by examining how media industry works, how various media impact us, how to critically evaluate media, how to engage in media responsibility, and how our own personal experiences and biases affect the way we interpret media in terms of citizenship.

You'll be responsible for material covered in the lecture and in assigned readings from Carmen (see below).

General Education Goals:

1. **INTELLECTUAL and COGNITIVE SKILLS:** Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.
2. **MODES OF INQUIRY:** Successful students will engage with and apply a range of important modes of thought, inquiry and expression.
3. **EDUCATED GLOBAL CITIZENSHIP:** Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national and global settings.

4. EMOTIONAL, SOCIAL and PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.

Citizenship for a Just and Diverse World: Goals and Expected Learning Outcomes

Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level.

1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

These ELOs will be satisfied by learning how to differentiate scholarly and popular sources, how to use the library resources to find professional journalism and peer-reviewed sources, and how to evaluation and apply these to modern day citizenship issues. Students are provided with several examples to demonstrate and then find sources on their own to integrate into weekly discussion posts.

Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

These ELOs will be satisfied by synthesizing and summarizing information from a variety of sources. In weekly discussions, students are asked to create posts that combine information from lectures/reading, information they have found on their own (outside of the course materials), and their own original analysis and opinions, making connections to their life outside the classroom.

Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

These ELOs will be satisfied by examining current media issues historically and globally. Module 1 introduces different ways of defining citizenship, and these definitions are applied to each subsequent module, including making explicit connections to citizenship behaviors in each of the weekly discussion posts.

Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course includes a wide range of media (e.g. movies, TV shows, radio, podcasts, blogs, newspapers, peer-reviewed sources, etc.) from both domestic and international sources to help students view citizenship through different lenses. Additionally, we explore peer-reviewed research that sheds light on how different people are impacted by media in often unbalanced ways.

Additional course goals include being able to define and describe concepts relevant to media use and democratic citizenship, understanding how mass media industries operate in ways that impact citizenship behaviors such as voting, staying informed and being active in civic engagements, applying social science concepts to the real world in terms of our own personal relationship with media, and integrating information to create action steps to improve the way we interact with media to promote informed, active, and responsible citizenship behaviors. See schedule starting on page 10 for objectives for each module.

These outcomes will be met through a combination of video lectures, reading, assessments, and weekly discussion posts incorporating information from outside the class materials.

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, during regular, full semesters (Fall and Spring), 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. Note that summer sections may involve more hours per week for less weeks.

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 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](#)**

- **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
- <https://it.osu.edu/students#tech-access>

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 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:

Reading Materials:

Assigned Readings Posted on Carmen (there is no textbook for this class)

Assessments:

- *Quizzes:* Weekly, online, timed quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice, True/False, and short answer items. Quizzes will have approximately 10 questions and a time limit of 10 minutes. The only resource you may use on quizzes is your own notes. You may not work together.
- *Discussion Assignments:* Students will post an original response to prompts in Carmen and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course. An "exceptional" grade on the rubric means that there are no recommendations for improvement. "Above Average" means that while there is some room for improvement, the paper is still above average and suggestions for improvement are minor. "Average" grades mean that the main aspects of the assignment have been addressed but there is non-trivial room for improvement. Discussions are formal and should include information from lecture as well as outside sources.

An overview of the assignments is listed below. A detailed checklist with due dates is at the end of the syllabus. 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	250 points total (12 quizzes will be given over the semester. The lowest 2 quiz scores will be dropped. So remaining quizzes are 25 points each)
Discussion Assignments	450 points (12 discussion assignments. The lowest 2 scores will be dropped. So, the remaining 10 assignments will be worth 45 points each)
Total Points	700

To obtain your final grade, we simply add all your points up at the end of the course. I use the standard OSU grading scheme:

Letter Grade	Percent
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 does not round fractions up. Please take that into account in computing grades. I must make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be; it's not fair to other students.

Also, please note that Carmen has different settings for viewing your 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. So, if you are calculating your grade throughout the semester, make sure you are factoring in any assignments you failed to turn in on time as a "zero".

Classroom Policies:

Please keep track of when things are due. The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time.

I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen.

Late work and submission details: Please note that due to issues with fairness/discrimination, the same policy must apply to everyone in the class. Late work will not be accepted without documentation of severe illness or emergency. This documentation must include relevant dates (at least 2 weeks in duration) and needs to come from a reputable source (e.g., a doctor's office or police report). This documentation should be submitted before the assignment is due, except for dire and unforeseen emergencies. While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Example wording includes "[Student name] was under my care from [start date] to [end date] and during that time was not able to complete schoolwork, including asynchronous online work." Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual and extreme circumstances. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Please note that any days you miss from starting the class late cannot be made up. However, your lowest grades are dropped from the final score, so those can be the days you missed.

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

If you are permitted an extended deadline, please do not email your paper to the professor. It will not be counted as submitted until you have submitted it to Canvas.

Before you submit an assignment:

All writing assignments and exams must be submitted to our class website by the deadline. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.

When you are ready to submit your assignment or exam, make certain it is in "doc", "docx", or "pdf" format (don't use "pages" or "google docs" since they can't be opened).

Remember to leave yourself enough time to verify that your submission went through.

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 really important that you check to be sure your submission was correct.

Grade Disputes: Any dispute about a grade must be taken up with the professor within one week of the grade posting. 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 merits 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.

Page Limits: Papers with page limits must use APA formatting (e.g., 1-inch margins) and must adhere to the page limits. Points will be deducted for going over the limit.

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 and other students to see issues and respond to everyone in an organized and timely manner.

For personal issues (such as emergency illness or injury), please contact Dr. Melissa Foster to set up an appointment for office hours (email foster.1182@osu.edu). Be sure to include in your email which class you're asking about.

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.)

See this [Website on How to Write a Professional Email](#)

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>

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.

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

Academic integrity policy

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 ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

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 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

COVID-specific policies

Please see <https://safeandhealthy.osu.edu/> for the latest information related to Covid-19.

Other related resources

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

Tentative Course Schedule

Section A: Introductions, Concepts, Status

Modules	Assignments	Due Dates (11:59pm)	Check Box
Section A Introductions and Concepts Explicating main concepts relevant to the relationship between media and citizenship, including methods of studying this relationship and historical perspectives			
Module 1: Course Introduction. <u>Objectives:</u> -Define “media” -Define “citizenship” -List examples of “citizenship behaviors” and make connections to your lived experiences -Understand the relationship between mass media and citizenship in a democratic society -Explain why this relationship is important -Understand the methods of studying this relationship	Lecture Videos (Introduction Videos, Social Science and Media, Defining Citizenship, Media and Democracy)		
	Reading: Readings: (1) Lister Chapter 1: What is Citizenship (2) Olsen, H. (6 July 2021). News consumption is plummeting. That’s both good and bad for democracy. <i>The Washington Post</i>		
	Quiz #1 (Syllabus Quiz)	Due May 11th *counts as attendance for class	
	Discussion #1	Original due May 11th, Responses to classmates: May 12th	
	C-REP Extra Credit	See “Student Guide”	
Module 2: Finding Sources. <u>Objectives:</u> -Understand the differences between academic and popular sources, including the pros and cons and proper uses of each -Be able to locate and apply information from both academic and journalistic sources appropriately to an integrated analysis of issues	Lecture Videos (Types of Sources, Citing Sources, Evaluating Sources)		
	Quiz #2: Covers Modules 1 and 2	May 16	
	Discussion #2	May 16, 17	
	Reading: (1) Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository.		

involving media engagement and citizenship behaviors	(2) Garrett, R. K. & Bond, R. M. (2021). Conservatives' susceptibility to political misperceptions. Science Advances, 7, 1-9.		
Module 3: Historical Perspectives <u>Objectives:</u> -Using 2 examples of topics relevant to media (presidential communication with the public and voting behaviors), understand how to study the historical context of modern-day issues -Make connections between modern-day issues and the history of those issues -Articulate what past experiences can tell us about modern democratic communication	Lecture Videos (Freedom of Speech, Voter Suppression, Presidential Communication, Guest Lecture from Dr. Kevin Richards)		
	Quiz #3: Covers material from Module 3	May 19	
	Discussion #3	May 19, 22	
	Reading: (1) 2020 Presidential Election Challenges in Arizona, Georgia, Michigan, Nevada, Pennsylvania and Wisconsin, and Our Constitutional Process; (2) NYT Editorial Board: This Threat to Democracy is Hiding in Plain Sight		
Section B Mass Media Industries Before you can make informed decisions about your media engagement, it helps to have a basic understanding of some of the ways that these media industries operate			
Module 4: Economic Perspectives <u>Objectives:</u> -Understand the economic systems of the media industry -Apply this information to modern-day issues regarding policy support for media industry practices and regulations -Make connections between media industry practices and citizenship behaviors	Lecture Videos (Mass media industries, Economics of Journalism, How big is too big)		
	Quiz #4: Covers material from Module 4	May 24	
	Discussion #4	May 24, 25	
	Reading: Edsall (2021, February 17). Democracy is weakening right in front of Us. The New York Times		
Module 5: Journalism Today <u>Objectives:</u>	Lecture Videos (Current Issues, Guest lectures from Jeff Trimble)		
	Quiz #5	May 30	

-Understand how journalism works, including ethical considerations, in the role of journalism in democracy and current issues journalists face (e.g. safety issues, misinformation, etc.) -Apply this information to modern-day citizenship issues relevant to journalism	Discussion #5	May 30, 31	
	Reading: (1) Chapters 6 and 7 from Potter's Media Literacy book (2) Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. <i>The Concourse</i> .		
Module 6: Media Vs Reality <u>Objectives</u> -Understand how the media does and does not reflect our shared reality -Apply this information to citizenship behaviors such as staying informed, voting, and supporting fellow citizens to ensure their civil rights	Lecture Videos (Media v Reality, Guest Lecture Videos from Dr. Brad Bushman and Dr. Teresa Lynch)		
	Quiz #6	June 2	
	Disc 6	June 2, 5	
	Reading: (1) Chapter 8 from Potter's Media Literacy, (2) Chang & Bushman (2019). Effect of exposure to gun violence in video games on children's dangerous behavior with real guns.		
Section C Mass Media and Us Now that we've covered main concepts and how mass media industries operate, the next step is to cover our interactions with media			
Module 7: New Technology <u>Objectives:</u> -Understand how new media impacts citizenship behaviors through the use of algorithms -Apply this information to a case study of Facebook -Create informed commentary of the use of algorithms in modern-day communication	Lecture Videos (Algorithms and AI, Clickbait, Facebook as a Casestudy)		
	Quiz #7	June 7	
	Discussion #7	June 7, 8	
	Reading: (1) The prologue from "Zucked", pages 1-12. (2) Algorithms, Bots, and Political Communication by Howard, Woolley, & Callo		
Module 8: Mis, Dis, and Mal-Information <u>Objectives:</u>	Lecture Videos (Disinformation media effects, Logical Fallacies, Disinformation and Opinion Leaders)		

-Recognize the difference between misinformation, disinformation, and mal-information -Understand how mis, dis, and mal-information impact democratic processes and behaviors	Quiz #8	June 12	
	Discussion #8	June 12, 13	
	Reading: (1) Chapter 15 in Potter's Media Literacy (Helping yourself and others to increase media literacy). (2) Walter, N. (2018). How to unring the bell: A meta-analytic approach to correction of misinformation. Communication Monographs		
Module 9: Cognitive Biases <u>Objectives:</u> -Define epistemic beliefs, selective exposure, and common examples of cognitive biases -Understand how our media use and our cognitive biases work together to influence our citizenship behaviors	Lecture Videos (Cognitive Biases, Epistemic Beliefs, Filter Bubbles)		
	Quiz #9	June 15	
	Discussion #9	June 15, 16	
	Reading: (1) Introduction from "The Filter Bubble" pages 1-20 (2) Fletcher and Nielson "Are news audiences increasingly fragmented"		
Section D Action Steps At this point, you understand the main concepts, how mass media industries work, and some factors that influence the way we interact with media. Now, we are going to cover what we do about all that.			
Module 10: Using Evidence for Decision Making <u>Objectives:</u> -Understand the scientific method, including both benefits and drawbacks of various research methods -Describe the relationship between scientific research and mass media/science-journalism -Apply this information to real-world decision-making regarding citizenship issues	Lecture Videos (Trust in expertise, Science is good, Wait is science good)		
	Quiz #10	June 21	
	Discussion #10	June 21,22	
	Reading: (1) Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. <i>Public Opinion Quarterly</i> , Rath, A. (2016, March 26). A Cambridge professor on how to stop being so easily		

	manipulated by misleading statistics. <i>Quartz</i> .		
Module 11: Media Literacy <u>Objectives:</u> -Understand basic concepts in media literacy such as ad deconstruction, fact-checking, and correcting misinformation -Apply these concepts to the relationship between media and citizenship behaviors	Lecture Videos (Ad deconstruction, Fact checking, corrections to misinformation)		
	Quiz #11	June 26	
	Discussion #11	June 26,27	
	Reading: (1) Pages 376-396 in Potter's Media Literacy (2) Leckrone, B. (2018, February 21).Here's how the Russians targeted Ohio for the 2016 election. <i>Columbus Dispatch</i> .		
Module 12: Civility and Democracy <u>Objectives:</u> -Understand the difference between civility and politeness and how they relate to citizenship behaviors -Analyze the role of art in communicating about citizenship issues (e.g. paintings, music, comic books, etc.) -Improve civil communication for positive citizenship behaviors	Lecture Videos (Norms and Best Practices, Art and Citizenship, Guest lecture with Dr. Chip Eveland)		
	Quiz #12:	June 29	
	Discussion #12	June 29,30	
	Reading: (1) Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. <i>New Media and Society</i> , (2) Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. <i>Behaviour & Information Technology</i> ,		
Congratulations, you are finished! Please share things you've learned this semester with friends and family!			

<u>May and June</u>				
Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
	9 First Day of Classes; Watch Module 1 Lectures	10 Watch Module 1 Lectures	11 Quiz #1, Discussion #1 Initial Post	12 Discussion #1 Responses; Watch Lectures Module 2
15 Watch Module 2 Lectures	16 Quiz #2; Discussion Post #2 Initial Post	17 Discussion #2 Responses; Watch Lectures Module 3	18 Watch Module 3 Lectures	19 Quiz #3; Discussion #3 Initial Post
22 Discussion #3 Responses; Watch Lectures Module 4	23 Watch Module 4 Lectures	24 Quiz #4; Discussion #4 Initial Post	25 Discussion #4 Responses; Watch Lectures Module 5	26 Watch Module 5 Lectures
X No Assignments Due Today (Memorial Day)	30 Quiz #5, Discussion #5 Initial Post	31 Discussion #5 Responses; Watch Module 6 Lectures	1 Welcome to June. Watch Module 6 Lectures	2 Quiz #6, Discussion #6 Initial Post
5 Discussion #6 Responses; Watch Module 7 Lectures	6 Watch Module 7 Lectures	7 Quiz #7; Discussion #7 Initial Post	8 Discussion #7 Responses; Watch Module 8 Lectures	9 Watch Module 8 Lectures
12 Quiz #8, Discussion #8 Initial Post	13 Discussion #8 Responses; Watch Module 9 Lectures	14 Watch Module 9 Lectures	15 Quiz #9, Discussion #9 Initial Post	16 Discussion #9 Responses, Watch Module 10 Lectures
X No Assignments Due Today (Juneteenth)	20 Watch Lectures Module 10	21 Quiz #10; Discussion #10 Initial Post	22 Discussion #10 Responses, Watch Module 11 Lectures	23 Watch Module 11 Lectures
26 Quiz #11, Discussion #11 Initial Post	27 Discussion #11 Responses, Watch Module 12 Lectures	28 Watch Module 12 Lectures	29 Quiz #12, Discussion #12 Initial Post	30 Discussion #12 Responses