



SYLLABUS

COMM 3440

Mass Communication and Society
Summer 2023 (8-week term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Julia Wilson

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Phone number: 859-333-4825

Office hours: Tuesdays 10am – 12pm, or by appointment.

Zoom Link (Password: 234948):

<https://osu.zoom.us/j/6457040459?pwd=NVBjM3RXN2pSTC9wWjRVV2hNTzV4QT09>

Course description

News headlines about media effects tend toward the extreme. Are smartphones [destroying a generation](#)? Does screen time [ravage children's brains](#)? Are video games [digital heroin](#)? Does the devil [live in our phones](#)? To the untrained eye, it might seem difficult to separate fact from clickbait.

This class begins with an introduction to the basics of media psychology, including the scientific methods used to test claims about the effects of mass media on individuals. We then consider the psychological mechanisms through which media effects are thought to occur before examining the contexts in which these effects are stronger, weaker, or non-existent. Ongoing class assignments will push students to consider how the realities of media effects can be communicated to mass audiences in ways that are practical, accurate, and devoid of fearmongering.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Classify “media psychology” as a branch of social science.

- a. Identify key theories and research methods used by media psychologists.
- b. Identify appropriate methods for various research scenarios.
- c. Explain how key theories can be used to understand media effects in everyday life.
- d. Use theories to predict the outcomes of research studies.

2. Evaluate the quality of published research on media effects.

- a. Recognize the limitations of survey and experimental research methods.
- b. Analyze the limitations of published research on media effects.
- c. Compare the relative strength of evidence produced across studies.

3. Evaluate how media effects research is communicated to the public.

- a. Explain how “moral panics” influence news coverage of media effects research.
- b. Illustrate the disconnect between research results and news coverage of those results.
- c. Distinguish between high- and low-quality news coverage of media effects research.

4. Develop evidence-based recommendations for media use in everyday life.

- a. Identify and gather published research on a specific media effects topic.
- b. Summarize key findings of published research on a specific media effects topic.
- c. Translate research findings for a mass audience.

How this online course works

Mode of delivery: This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), 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.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, please discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Q&A discussion board: OPTIONAL**
A general class Q&A discussion board is available for you and your peers to ask any questions regarding the course

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no textbook for this course. All readings are posted on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
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"5M" Activities	6
Checkpoints	14
Research Synthesis Assignments	30
Online Quizzes	10
Online Exams	40
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

"5M" Activities: The main concepts introduced this semester are summarized as the **5M's**: Moral panics, Research Methods, Mediation, Moderation, and Meta-analysis. When these concepts are introduced, you will complete a worksheet that asks you to examine how that concept manifests in published research papers and/or news articles. **There are six activities in total**, and they are graded out of one point for thoroughness and completion (1 = satisfactory, .5 = needs improvement, 0 = incomplete).

Checkpoints: Periodic "checkpoints" serve to assess your understanding of key course concepts. Each checkpoint consists of open-ended questions on Carmen. You will receive instructor feedback, which will help as you prepare your research synthesis (see below). **There are seven checkpoints in total**, and they are graded out of two points for thoroughness and completion.

Research Synthesis Assignments: The main course project asks you to research a specific media effects topic of your choice. This project culminates in a 1-page paper (single-spaced) that summarizes existing research on your topic and provides evidence-based recommendations about how people should approach media use in everyday life. Prior to writing this short paper, there are two preliminary assignments that ask you to gather, evaluate, and synthesize research on your chosen topic. These assignments are each graded out of 10 points using a combination of completion, accuracy, and effort. Detailed rubrics are provided for each assignment.

Online Quizzes: Quizzes occur every 2-3 weeks. Each quiz is worth 2.5 points and consists of 10 multiple-choice questions. You have two opportunities to complete each quiz, and these attempts have no time limit. You should complete the first attempt without referencing your notes. After submitting the quiz, you can see which questions you answered incorrectly. You should then use your notes to figure out why you got those questions wrong. You can then correct your answers and resubmit. **Only your highest score will be counted.** Research shows that this process of testing yourself, re-learning the material, and correcting your responses is a more effective study technique than simply reviewing your notes because it

forces you to recognize and address gaps in your knowledge. As such, these quizzes serve as periodic checks of your knowledge, as well as reviews for exams.

Online Exams: There are two online exams that consist of 20 multiple-choice questions and 10 true/false questions. Each exam is worth 20 points. A study guide is provided, and you can use your notes to complete the exams. However, **you only have ONE attempt to complete each exam**. This attempt is timed (60 minutes).

If you score less than 70% on an exam, you have the opportunity to complete an *Exam Reflection Assignment*. This assignment requires you to reflect on errors that you made and demonstrate mastery of the material that you misunderstood. Satisfactory completion of this reflection will increase your exam grade to 70%.

Extra Credit

Participate in a research study! Conducting scientific research is crucial to the mission and purpose of the School of Communication at The Ohio State University. You can earn 1 point of extra credit for each 1 hour of research participation (up to 3 hours, or 3 points total) that you complete in School of Communication research studies. Be sure to read the detailed instructions on the SONA site. Importantly, missing your research appointment or quickly clicking through surveys and giving researchers fake data will not earn participation credit. You must sign up for studies at: <https://osucomm.sona-systems.com>

Late assignments

Late submissions will be deducted 10% of the total number of points for each day that it is late. For example, a checkpoint assignment (worth 2 points) will be deducted -.2 points for each day it is late. Assignments turned in 10 or more days past the original due date will not receive credit. Exams are not permitted to be submitted late. Exams not completed by the scheduled due date will be awarded a 0.

Please review the course schedule and contact me *as soon as possible* if you have any questions, concerns, or potential conflicts with the scheduled deadlines. Due date extensions and modifications discussed *prior* to the deadline can be arranged on a case-by-case basis.

Grading scale

≥ 92.5 A

89.5 – 92.4 A-

86.5 – 89.4 B+

82.5 – 86.4 B

79.5 – 82.4 B-

76.5 – 79.4 C+

72.5 – 76.4 C

69.5 – 72.4 C-

66.5 – 69.4 D+

59.5 - 66.4 D

<= 59.4 F

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 school days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages to the Q&A discussion board every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Writing style:** Please write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive and amicable. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** Please cite your sources to back up what you say. For the course readings, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental 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 or someone you know are 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](tel:6142925766). 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](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Introduction (May 9th – 12th)

Lectures	1. Course Overview
Readings	This syllabus 😊
Assignments Due Friday 5/12 11:59pm	1. Checkpoint #1: Introduction

Week 1 (May 9th – 12th): Media Psychology as a Social Science and Moral Panic Theory

Lectures	<ol style="list-style-type: none"> 1. A Brief History of Media Psychology 2. Personalized Media Effects 3. How to Read a Journal Article 4. The Tenets of Moral Panic Theory 5. Identifying a Moral Panic
Readings	<ol style="list-style-type: none"> 1. Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology. <i>The Self in Social Psychology</i>. Philadelphia: Psychology Press. 2. Valkenburg, P. M. & Piotrowski, J. T. (2017). Themes and theoretical perspectives. <i>Plugged In: How Media Attract and Affect Youth</i>. New Haven: Yale University Press. 3. Cassidy, M. (2015). "Concerning printed poison": 19th century American adults' ambivalence about children's interactions with cheap fiction. <i>The Journal of the History of Childhood and Youth</i>, 8(2), 211-228. 4. Markey, P. M., & Ferguson, C. J. (2017). Teaching us to fear: The violent video game moral panic and the politics of game research. <i>American Journal of Play</i>, 10(1), 99-115. 5. Twenge, J. M. (2017). Have smartphones destroyed a generation? <i>The Atlantic</i>. Retrieved from: https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/
Assignments Due Friday 5/12 11:59pm	<ol style="list-style-type: none"> 1. 5M Activity #1: Understanding Moral Panic Theory 2. Checkpoint #2: Identifying a Media Effect

Week 2 (May 13th – 19th): Survey and Experimental Methods

Lectures	1. The Tenets of Cultivation Theory
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	<ol style="list-style-type: none"> 2. The Basics of Surveys 3. Interpreting Survey Results 4. Understanding Statistical Significance 5. The Basics of Causation 6. The Basics of Experimental Research 7. IV Manipulation 8. Randomization 9. Experimental Research Example 10. Internal and External Validity
Readings	<ol style="list-style-type: none"> 1. <i>Scientific Methods in Media Effects Research</i>, p. 25-35 only 2. Morgan, M., Shanahan, J., & Signorielli (2014). Cultivation theory in the twenty-first century. <i>The Handbook of Media and Mass Communication Theory</i>. London: John Wiley & Sons, Inc. 3. Segrin, C. & Nabi, R. L. (2002). Does television viewing cultivate unrealistic expectations about marriage? <i>Journal of Communication</i>, 52(2), 247-263. 4. <i>Scientific Methods in Media Effects Research</i>, p. 35-41 5. Saleem, M., Anderson, C. A., & Gentile, D. A. (2012). Effects of prosocial, neutral, and violent video games on children's helpful and hurtful behaviors. <i>Aggressive Behavior</i>, 38, 281-287.
Assignments Due Friday 5/19 11:59pm	<ol style="list-style-type: none"> 1. 5M Activity #2: Understanding Survey Methods 2. Checkpoint #3: Clarifying Confusions 3. Quiz 1

Week 3 (May 20th – 26th): Emotional and Cognitive Mediators

Lectures	<ol style="list-style-type: none"> 1. The Tenets of Emotional Contagion Theory 2. The Basics of Mediator Variables 3. Responses to Inspirational Television 4. The Tenets of Priming Theory 5. Review of Research Methods
Readings	<ol style="list-style-type: none"> 1. Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. <i>Current Directions in Psychological Science</i>, 2(3), 96-99. 2. Tsay- Vogel, M. & Krakowiak, K. M. (2016). Inspirational reality TV: The prosocial effects of lifestyle transforming reality programs on elevation and altruism. <i>Journal of Broadcasting and Electronic Media</i>, 60(4), 567-586. 3. Roskos-Ewoldson, D. R., Roskos-Ewoldson, B., & Carpentier, F. D. (2009). Media priming: An updated synthesis. <i>Media Effects: Advances in Theory and Research</i>. London: Routledge. [Read only the posted pages under the header "Models of Priming" p. 79-81]

	4. Saleem, M., Prot, S., Anderson, C. A., & Lemieux, A. F. (2017). Exposure to Muslims in media and support for policies harming Muslims. <i>Communication Research</i> , 44(6), 841-869.
Assignments Due Friday 5/26 11:59pm	1. Research Synthesis #1 2. 5M Activity #3: Understanding Multiple Methods and Mediators

Week 4 (May 27th – June 2nd): The Dual Influence of Cognition & Emotion

Lectures	1. The Tenets of Intergroup Contact Theory 2. Intergroup Contact in Online Video Games
Readings	1. Intergroup Contact Theory. <i>Encyclopedia of group processes and intergroup relations</i> . p. 1-11. 2. Adachi, P. J. C., Hodson, G., Willoughby, T., Black, C., & Ha, A. (2016). From outgroups to allied forces: Effects of intergroup cooperation in violent and nonviolent video games on boosting favorable outgroup attitudes. <i>Journal of Experimental Psychology: General</i> , 145(3), 259-265.
Assignments Due Friday 6/02 11:59pm	1. Quiz 2 2. Checkpoint #4: Identifying a Mediator Variable

Week 5 (June 3rd – 9th): Exam 1 and Moderator Variables

EXAM 1 DUE TUESDAY JUNE 6TH BY 11:59pm (Opens June 6th at 12:00 am)

Lectures	1. The Basics of Moderator Variables 2. Interpreting the Results of Moderation Analyses
Readings	1. Piotrowski, J.T. & Valkenburg, P.M.(2015).Finding orchids in a field of dandelions: Understanding children's differential susceptibility to media effects. <i>American Behavioral Scientist</i> , 59(14), 1776-1789. 2. Kleemans, M., Daalmans, S., Carbaat, I., & Anschutz, A. (2018). Picture perfect: The direct effect of manipulated Instagram photos on body image in adolescent girls. <i>Media Psychology</i> , 21(1), 93-110.
Assignments Due Friday 6/09 11:59pm	1. Checkpoint #5: Mid-Semester Evaluation 2. 5M Activity #4: Understanding Moderators 3. Checkpoint #6: Identifying a Moderator Variable

Week 6 (June 10th – 16th): #CommSoWEIRD and Meta-Analyses I

Lectures	<ol style="list-style-type: none"> 1. A Brief Primer on U.S. Racism 2. #CommSoWhite, #CommSoWeird 3. Racial Identity as a Moderator Variable 4. The Basics of Meta-Analysis 5. Meta-Analyzing the Effects of Social Media Use
Readings	<ol style="list-style-type: none"> 1. Stamps, D. (2020). Race and media: A critical essay acknowledging the current state of race-related media effects research and directions for future exploration. <i>Howard Journal of Communications</i>, 31(2), 121-136. 2. Banjo, O. O., Appiah, O., Wang, Z., Brown, C., & Walther, W. O. (2015). Co-viewing effects of ethnic-oriented programming: An examination of in-group bias and racial comedy exposure. <i>Journalism & Mass Communication Quarterly</i>, 92(3), 662-680. 3. Cooper, H. M. (2011). Meta-analysis. <i>The SAGE Encyclopedia of Social Science Research Methods</i> 4. Huang, C. (2017). Time spent on social network sites and psychological well-being: A meta-analysis. <i>Cyberpsychology, Behavior, and Social Networking</i>, 20(6), 346-354.
Assignments Due Friday 6/16 11:59pm	<ol style="list-style-type: none"> 1. Research Synthesis #2: Gathering Evidence of Mediators and Moderators 2. Quiz 3

Week 7 (June 17th – 23rd): Meta-Analyses II and Constructively Communicating Media Effects

Lectures	<ol style="list-style-type: none"> 1. Conclusions of Meta-Analyses in Media Psychology 2. Tips and Tricks for Checkpoint #7 3. How to Avoid a Moral Panic
Readings	<ol style="list-style-type: none"> 1. Greitemeyer, T. & Mügge, D. O. (2014). Video games do affect social outcomes: A meta-analytic review of the effects of violent and prosocial video game play. <i>Personality and Social Psychology Bulletin</i>, 40(5), 578-589. 2. Rains, S. A., Levine, T. R., & Weber, R. (2018). Sixty years of quantitative communication research summarized: Lessons from 149 meta-analyses. <i>Annals of the International Communication Association</i>, 42(2), 105-124. 3. Guernsey, L. G. (2017). Don't take away your teen's phone: Smartphones are linked to problems, but they haven't "destroyed a generation." <i>Slate</i>. Retrieved from: http://www.slate.com/articles/technology/future_tense/2017/08/smartphones_hav_en_t_destroyed_a_generation.html

	<ol style="list-style-type: none"> 4. Lillard, A. S., & Peterson, J. (2011). The immediate impact of different types of television on young children's executive function. <i>Pediatrics</i>, 128(4), 644-649. 5. French, N. (2011). Will SpongeBob make you gay? No, but he might make you stupid. <i>National Review</i>. Retrieved from: https://www.nationalreview.com/the-home-front/will-spongebob-make-you-gay-no-he-might-make-you-stupid-nancy-french/ 6. Jabr, F. (2011). SpongeBob drains attention, but doesn't harm brains. <i>New Scientist</i>. Retrieved from: https://www.newscientist.com/article/dn20914-spongebob-drains-attention-but-doesnt-harm-brains/ 7. Reilly, G. (2011). It's official: SpongeBob SquarePants is making our children stupid. <i>Business Insider</i>. Retrieved from: https://www.businessinsider.com/its-official-spongebob-squarepants-is-making-our-children-stupid-2011-9
Assignments Due Friday 6/23 11:59pm	<ol style="list-style-type: none"> 1. 5M Activity #5: Understanding Meta-Analyses 2. Checkpoint #7: Identifying a Meta-Analysis 3. Quiz 4 4. 5M Activity #6: Constructively Communicating Media Effects

Week 8 (June 24th – 30th): Exam 2 and Research Synthesis

- 1. EXAM 2 DUE TUESDAY JUNE 27TH BY 11:59pm (Opens June 27th at 12:00 am)**
- 2. RESEARCH SYNTHESIS #3 DUE FRIDAY JUNE 30th (LAST DAY OF CLASS)**