SYLLABUS: COMMUNICATION 2850
MEDIA AND CITIZENSHIP
ONLINE, FALL 2023

Instructor and Contacts:

Melissa Foster, PhD
Email: foster.1182@osu.edu (note: not buckeyemail)
Office hours: Please email me to set up an appointment to do office hours via Zoom. Questions and concerns that are personal in nature and can't be posted on the discussion board should be addressed in office hours rather than email.

Teaching Assistants: Please contact the TAs if you have read their comments on your exam questions but have questions remaining about the grade. Rather than reply within the grade tab in Carmen (which doesn't have the functionality to notify us that you've posted a comment), be sure to email with your question. The TA that is grading your work is based on the first letter of your last name (see below). TAs can only answer questions about assignments they graded; they do not have office hours in this class.

> Last Name A-G: Your TA is Lucy Brown (brown.8728@buckeyemail.osu.edu)
> Last Name H-Z: Your TA is Damien Short (short.443@buckeyemail.osu.edu)

C-REP: Please contact the C-REP coordinator if you have any questions about C-REP assignments; Jessica Ryu, ryu.205@buckeyemail.osu.edu. Be sure to first read the Student Guide (located in Carmen under "Module 1"). Dr. Foster does not have access to the C-REP system, nor do the TAs and cannot answer questions about C-REP.

Discussion Boards: If you have questions about lecture materials or upcoming assignments, please post these on the class discussion boards (see Carmen Introduction video in Module 1). Be sure to follow along with the discussion boards through the semester.

IT Service Desk: 614-688-HELP (4357) If you have problems relevant to information technology (e.g. issues with your laptop or software), please call the IT Service Desk. You can also visit the IT Service Desk Website

Your Question is About…	Who/How to Contact
Upcoming Assignments	Dr. Foster via the Discussion Boards in Carmen
Lecture Materials	Dr. Foster via the Discussion Boards in Carmen
Personal Concerns	Email Dr. Foster to schedule office hours
Graded Assignments	Email the TA after reading their feedback
C-REP	Email Jessica Ryu at ryu.205@buckeyemail.osu.edu
Technical Issues (software, hardware, Carmen support, etc.)	Call the IT Service Desk at 614-688-4357

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.

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. 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.

- **BuckeyePass:** a mobile device (smartphone or tablet) to use for authentication

- **Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

- **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 (go.osu.edu/canvasstudent)

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 10+) 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 <u>free of charge</u>. 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. Your points are allocated as follows:

Requirement	Points/Percent of Final Grade
Quizzes	250 points total (13 quizzes will be given over the semester. The lowest 3 quiz scores will be dropped. So, the remaining ten quizzes are 25 points each)
Discussion Assignments	750 points (there will be 6 discussions, and the lowest one will be dropped from the final score. So, they are worth 150 points each)

Total Points	1000

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".

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:

No recommendations for improvement: "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. 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. There are no comments on improvement.

Minor recommendations for improvement: "Above Average" responses briefly but succinctly answer the questions, combining information from the class as well as information from outside

class and add your own analysis. The grader has a recommendation for that would improve the response, but overall, it is above average, and feedback for improvement is minimal.

Moderate recommendations for improvement: "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, or otherwise there is room for improvement that's not minor.

*Significant recommendations for improvement: "*Needs Improvement" means there was some key information missing or inaccurate/irrelevant information included. An attempt was made but it doesn't hit the minimum requirements.

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

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 in this class unless you have documentation that specifies that you were unable to do schoolwork for at least 3 weeks. Medical documentation does not need to specify anything about your medical condition, but it does need to be clear that you were unable to do any schoolwork, including online, asynchronous work. Sample wording includes "From [start date] to [end date], [your name] was under my care and directed to avoid all schoolwork, including online and asynchronous work". Assignments are already online, asynchronous, and available well in advance. No exceptions will be made for any reason. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

"Incomplete" grades are an option for students who have made significant progress in the course (are more than 50% complete) but experience a serious life-changing circumstance in which they cannot complete the class on time. Students who qualify for an "Incomplete" receive up to 6 weeks after the semester ends to finish the class. If you think you may have a qualifying event, please email me to set up office hours.

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.

Assignments are not complete unless they are correctly uploaded to Carmen. We cannot access assignments via email.

Before you submit an assignment:

All assignments 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 with school issued devises).

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. If you've downloaded anything with a similar name, make sure your assignment was the right one.

= 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 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. If you

9

have talked with both the TA and the professor and still want to pursue a grade dispute, see the [university's Complaint, Grievance, and Appeal Procedures](#)

Page Limits and Formatting: Papers with page limits must use APA formatting (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 to keep the playing field fair for everyone (obviously if someone is permitted to go over the page limit without grade reduction, they are able to fit in a lot more details than someone who followed the rules). Since there has to be a cut off somewhere, points will be reduced even if you only went over the limit slightly.

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 email if you need to schedule an appointment for office hours 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. See information on illnesses at https://safeandhealthy.osu.edu/

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: 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 so that I can reply faster.

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

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/

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically

authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

In Communication 2850, you should be integrating information from a variety of sources and citing them appropriately. While AI or other tools may help you get started, these tools are not good for such integration and citation, so they should not be used for your writing. **And whenever you use text verbatim from any source, acknowledge that the words are not your own.**

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 immediately so that we can privately discuss options. To establish reasonable accommodations, your instructor may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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.

Disability Services Contact Information

- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 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 as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

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

<div style="text-align: center;">

Section A: Introductions, Concepts, Status

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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. Objectives: -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. *The Washington Post*		
	Quiz #1 (Syllabus Quiz)	<mark>Due August 31st</mark> *counts as attendance for class	
	C-REP Extra Credit	See "Student Guide"	
Module 2: Finding Sources. Objectives: -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 involving media engagement and citizenship behaviors	Lecture Videos (Types of Sources, Citing Sources, Evaluating Sources)		
	Quiz #2: Covers Modules 1 and 2	September 7th	
	Discussion #1 (Media about Media). You'll watch a movie and connect it to citizenship issues. See Carmen for details.	September 8th	
	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. (2) Garrett, R. K. & Bond, R. M. (2021). Conservatives' susceptibility to political misperceptions. Science Advances, 7, 1-9.		
Module 3: Historical Perspectives Objectives: -Make connections between modern-day issues and the history of those issues -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 -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	Sept 14th	
	Discussion #1 Responses to at least 3 classmates	Sept 15th	
	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 Objectives: -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	Sept 21st	
	Discussion #2: Options including covering the pros and cons of social media, media monopolies, or consumerism in the media. See Carmen for details.	Sept 22nd	
	Reading: Edsall (2021, February 17). Democracy is weakening right in front of Us. The New York Times		

Module 5: Journalism Today Objectives: -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	Lecture Videos (Current Issues, Guest lectures from Jeff Trimble)		
	Quiz #5	Sept 28th	
	Discussion #2 Responses to at least 3 classmates	Sept 29th	
	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. *The Concourse.*		
Module 6: Media Vs Reality Objectives -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	October 5th	
	Discussion #3: You'll do a mini-content analysis on a movie trailer. See Carmen for details.	October 6th	
	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: Mis, Dis, and Mal-Information Objectives: -Recognize the difference between misinformation, disinformation, and mal-information	Lecture Videos (Disinformation media effects, Logical Fallacies, Disinformation and Opinion Leaders)		
	Quiz #7	Oct 19th	
	Discussion #3 Responses to at least 3 classmates	Oct 20th	

-Understand how mis, dis, and mal-information impact democratic processes and behaviors	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 8: New Technology Objectives: -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 #8	Oct 26th	
	Discussion #4 : Cover the pros and cons of algorithms in media. See Carmen for details	Oct 27th	
	Reading: (1) The prologue from "Zucked", pages 1-12. (2) Algorithms, Bots, and Political Communication by Howard, Woolley, & Callo		
Module 9: Science Journalism Objectives: -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 #9	Nov 2nd	
	Discussion 4 Responses to at least 3 classmates	Nov 3rd	
	Reading: (1) Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. *Public Opinion Quarterly,* Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily		

	manipulated by misleading statistics. *Quartz.*		
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: Identify Cognitive Biases Objectives: -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 #10	Nov 9th	
	Discussion #5: Options include analyzing examples of cognitive bias in the media or working on your plan for media consumption. Details on Carmen	Nov 13th *not a Friday due to Veterans Day extension	
	Reading: (1) Introduction from "The Filter Bubble" pages 1-20 (2) Fletcher and Nielson "Are news audiences increasingly fragmented"		
Module 11: Civility and Democracy Objectives: -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 #11	Nov 16th	
	Discussion #5 Responses to at least 3 classmates	Nov 17th	
	Reading: (1) Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society,* (2) Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A		

	social capital perspective. *Behaviour & Information Technology*,		
Module 12: Media Literacy Objectives: -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 #12:	Nov 30th	
	Discussion #6	Dec 1st	
	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. *Columbus Dispatch.*		
Module 13: Review	Lecture Videos		
	Quiz 13	Dec 6th	
	Discussion #6 Responses	Dec 8th	
	Reading		