

**COMM2850: MEDIA & CITIZENSHIP**  
**SUMMER-2 2025, ONLINE (SECTION 17819)**  
**GEN ED THEME: CITIZENSHIP FOR A DIVERSE AND JUST WORLD**

**Professor:** Scott W. Campbell, Ph.D., Professor & Rinehart Chair in Mediated Communication, School of Communication

**Teaching Assistant:** Adam Rini, M.A. Student, School of Communication

## Office Hours and Contact Information

Contacts for the class: If you have questions or need to make any arrangements, email your TA Adam Rini ([rini.58@buckeyemail.osu.edu](mailto:rini.58@buckeyemail.osu.edu)). If Adam is not able to resolve your question or issue, Professor Campbell ([Campbell.2844@osu.edu](mailto:Campbell.2844@osu.edu)) will be available to help. **Please use email** for communication with the TA and professor. During weekdays, we should be able to respond to emails within 48 hours, if not sooner.

Office hours: Email your TA or the professor to set up an online video office hour. Because this is asynchronous online class, there is no set office hour time and place, but your instructors will be responsive and flexible with making arrangements for conducting office hours online.

Questions about the Communication Research Experience Program (C-REP): Email Jessica Ryu ([ryu.205@osu.edu](mailto:ryu.205@osu.edu)), the C-REP Coordinator, for questions about the program, including using the [SONA](#) online system to register for participation in studies. The C-REP Guidelines document on Canvas should have answers for all questions, so be sure to read it first. Note students need to enroll in the [SONA](#) online system at the beginning of the term for C-REP notifications.

Questions about technology:

- Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
- For information about accessibility of course materials, visit [CarmenCanvas Accessibility](#)
- For computing or software issues, contact the IT Service Desk: 614-688-HELP (4357), or visit the [IT Service Desk Website](#)

## Course Description

This course examines the changing landscape of citizenship in the digital media environment. It offers different perspectives on citizenship, as well as different views on the ways in which digital media (social media, smartphones, AI) present opportunities and challenges for people to be informed, engaged, and “civil” in polarized communication environments. We examine these issues locally and globally, and how citizenship is shaped by social and digital inequalities. We also consider the importance of media literacy for citizenship and how to be literate with old and new media.

## Course Format

This course is delivered online through CarmenCanvas. All required readings, lectures instruction materials, and graded components are available through a series of “modules” on [Carmen.osu.edu](https://carmen.osu.edu) (log in to the site for COMM2850 using name.# and password). Start with the first module and follow the schedule (provided below and within modules). Following the schedule is extremely important to meet deadlines for quizzes, discussion posts, C-REP credits, and the capstone assignment. All required readings, lecture videos, slides, and course materials are available within the modules on CarmenCanvas.

## Goals

1. Successful students will analyze the role of media in citizenship at an advanced level by engaging with foundational and cutting-edge scholarship that delves deeply into the matter.
2. Successful students will integrate different approaches to media and citizenship by making connections to out-of-classroom experiences.
3. Successful students will explore and analyze a range of perspectives on local, national, and global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship, as well as facets of it (e.g., civility).
4. 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 participation in society, both within the United States and around the world.

## Expected Learning Outcomes (ELOs)

ELOs on the list below will be demonstrated through the following graded components:

- Regular quizzes within the modules are used to assess knowledge and level of scholarly exploration, as well as analytic and logical thinking
- Regular discussion posts provide opportunities to internalize and apply concepts to contexts outside of class through self-reflection and self-expression
- A capstone assignment facilitates applied learning by having students integrate concepts into a practical/professional context
- Students must earn 2 C-REP credits, providing opportunities for experiential learning as a point of reflection on the research and methods underlying scholarship in this area

ELOs: Successful students will be able to ...

- 1.1. Engage in logical and analytical thinking about media and citizenship (through quizzes, capstone assignment).
- 1.2. Engage in advanced and in-depth, scholarly exploration of media and citizenship (through quizzes, capstone assignment, C-REP participation & discussion post reflecting on the experience).
- 2.1. Identify, describe, and synthesize different approaches to media and citizenship (quizzes, discussion posts).
- 2.2. Enrich one’s own citizenship through self-reflection, building on class concepts to reflect on one’s own citizenship and media use (discussion posts).

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and the role of media in citizenship throughout the world and across social, digital, and political divides (quizzes, capstone assignment).

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for understanding and using media as a global citizen (quizzes, discussion posts, capstone assignment).

4.1. Examine and evaluate how conditions of media and citizenship can support and suppress inclusion and inequities, and gain understanding of different lived experiences with media and citizenship (quizzes, discussion posts).

4.2. Analyze and critique uses and consequences of media for citizenship through the lens of inclusion by considering how power and marginalization shape opportunities and challenges (quizzes, discussion posts, capstone assignment).

## Credit Hours & Workload

This 3-credit-hour summer course entails the same amount of time and work as a regular semester course. The only difference is that the pace is doubled to accommodate the short term. Each week will entail twice the work of a regular term. 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 (lectures, activities within lectures, posted content, discussions) in addition to 6 hours of homework (reading, quizzes, assignment work, C-REP) to receive a grade of (C) average. The weekly expectations are doubled for summer.

It is important to schedule sufficient time for doing the lecture videos as intended by Professor Campbell. Lecture videos ask students to pause for active learning exercises. Students should also regularly pause the videos as needed to take notes and refer back to readings, while replaying portions that would benefit from repeating (like asking a professor in class to repeat something). Considering the lectures align with and connect the readings, the intention is for students to do the assigned reading first and then use the reading as a resource for clarity and elaboration of points made in the lecture video.

## Graded Components

- *Quizzes:* Regular quizzes within modules assess students' general understanding of the assigned readings, materials, and videos. Quizzes may involve multiple-choice, True/False, short answer, generating visual images, or other types of items. Students may use assigned class resources for quizzes (readings, lectures), but they may not use any resources from outside of class or work/share with others (inside the class, online, or otherwise). Using outside materials (including AI) violates class policy for academic integrity.
- *Discussion Posts:* Within modules, students will be prompted to contribute discussion posts that foster self-reflection and application of the material.
- *Capstone Assignment:* At the end of the term, students will complete an assignment that synthesizes and incorporates concepts from the class in an applied context. Students will apply key concepts from the class to create a set of lecture slides (with supporting notes) on the topic of "Media and Citizenship at OSU." Further guidelines will be provided on Canvas.
- *C-REP (2 credits/hours):* Students participate in research studies with the Communication Research Experience Program for experiential learning with social science research. The C-REP guidelines are [here](#), and remember to contact program coordinator Jessica Ryu ([ryu.205@buckeyemail.osu.edu](mailto:ryu.205@buckeyemail.osu.edu))

with any questions – your Professor and TA are not involved in running C-REP and cannot answer questions about it.

<b>Graded Components</b>	<b>Points Toward Final Grade</b>
<b>Quizzes</b>	<b>500</b> points total (6 quizzes, and the lowest score is dropped. Remaining 5 quizzes are 100 points each)
<b>Discussion Posts</b>	<b>200</b> points total (6 required posts, and the lowest score is dropped. Remaining 5 posts are 40 points each)
<b>Capstone Assignment</b>	<b>250</b> points
<b>C-REP</b>	<b>50</b> points (must complete 2 research “credits,” 25 pts each)
<b>Total Points</b>	<b>1000</b>

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

<b>Letter Grade</b>	<b>Percent</b>
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:** CarmenCanvas **does not round up fractions**. We must make a cut at some point, so we just use Canvas to do that. We do not round up individual grades, no matter how close they may be; it is not fair to other students. Leaving the points as they are in Canvas is more equitable than rounding up on a case-by-case basis. Thanks in advance for your understanding about this policy 😊

## Course Schedule

View the lecture videos that correspond with the readings below. For each, read first, then view the lecture video. The lectures help explain and connect the readings. All readings, videos, and lecture slides are available within the Canvas modules. Be sure to follow the scheduled deadlines, so you are not penalized for late work.

### Week of June 2: Module 1 -- Introduction & Basic Concepts

Introduction to class

- Read the Syllabus and C-REP Student Guidelines (in Readings on Canvas)

### Citizenship, Mediated Communication

- What is citizenship?: Lister, R. (1997). What is citizenship? In Campling, J. (Ed.) *Citizenship: Feminist perspectives*. Palgrave, London.
- What is mediated communication?: Knobloch-Westerwick, S., & Westerwick, A. (2020). *Mediated communication and you*. Ch. 1

### Role of Media in Democracy, Media Biases

- (a) Gershberg, Z., & Illing, S. (2023). *The paradox of democracy: Free speech, open media, and perilous persuasion*. University of Chicago Press. **Introduction & Ch. 1**
- (b) Biswas, A. *The essential role of media in democracy*. School of Political Science.
- Bennett, W. L. (2009). *News: The politics of illusion* (8<sup>th</sup> ed). New York: Longman. Ch. 4

### Studying Media and Citizenship

- Methods: Sparks, G. (2012). *Media effects research: A basic overview*. Cengage Learning. Ch. 2
- YouTube Video on [Popular vs. Scholarly Sources](#)
- APA Style Guide: From Purdue's Online Writing Lab's [Formatting and Style Guide](#). Read "[In-Text Citations: The Basics](#)" and "[Reference List: Basic Rules](#)"

### **Discussion Post 1 and Quiz 1 due no later than Monday June 9**

### **Week of June 9: Module 2 – Being Informed**

#### Fake News and Misinformation

- Boyle, M. *Lippman and Dewey: Debating democracy in the age of metropolis*. The Electric Agora.
- Tandoc, Jr., E. C. (2019) The facts of fake news: A research review. *Sociology Compass*, 13.
- Wardle, C. (2018). *Fake news: It's complicated*. Medium.
- Pew Research Center (2024, Sept. 17). Social media and news fact sheet.

#### Social Media, Algorithms, and Incidental News

- Gil de Zuniga, H. et al. (2017). Effects of the news-finds-me perception in communication: Social media use implications for news seeking and learning about politics. *Journal of Computer-Mediated Communication*, 22.
- McVerry, J. F. (2024). 'News finds me' mindset may lead readers away from political, science news. Bellisario College of Communications
- Thorson, K. (2020). Attracting the news: Algorithms, platforms, and reframing incidental exposure. *Journalism*, 21(8), 1067-1082.

### **Discussion Post 2 and Quiz 2 due no later than Monday June 16**

### **Week of June 16: Module 3 – Being Engaged**

#### Civic engagement offline and online

- An interview with Robert Putnam about Social Capital and "Bowling Alone"
- Dubow, T. Devaux, A., & Manville, C. (2017, Aug. 7). Civic engagement: How can digital technology encourage greater engagement in civil society? *Perspective: Rand Europe*.
- Fischer, R. (2020). "The subtle ways that "clicktivism" shapes the world. BBC
- Fillet, S. (2023, June 6). Slacktivism: Legitimate action or just lazy liking? GoVocal.
- Kwak, N. et al. (2018). Perceptions of social media for political expression: Testing the slacktivism hypothesis. *Human Communication Research*, 44, 197-221.

Week of Feb 17: Media, protest, and social justice movements

- Zuckerman, E. (2014). New media, new civics? *Policy & Internet*, 6(2), 151-168.
- Neumeyer, C. & Stald, G. (2014). The mobile phone in street protest. Texting, tweeting, tracking, and tracing. *Mobile Media & Society*, 2(2), 117-133.
- Tufekci, Z. & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of Communication*, 62(2), 363-379.
- Tufekci, Z. (2020, June 24). Do protests even work? It sometimes takes a decade to find out. *The Atlantic*.

**Discussion Post 3 and Quiz 3 due no later than Monday June 23**

**Week of June 23: Module 4 – Civic Discourse and Civility**

Week of Feb 24: Civic Discourse (part 1)

- Complete this online course on [“Virtues of Civil Discourse”](#) from OSU’s Civil Discourse for Citizenship Program. The course is self-paced and can be completed in under an hour. We will receive notice from the course director which students fully took this short course.
- Mutz, D. C. (2002). Cross-cutting social networks: Testing democratic theory in practice. *The American Political Science Review*, 96(1), 111-126.
- Mutz, D. C. (2002). The consequences of cross-cutting networks for political participation. *American Journal of Political Science*, 10(1), 838-855.

Week of March 3: Civic Discourse (part 2)

- Papacharissi, Z. (2004). Democracy online: Civility, politeness, and the democratic potential of online political discussion groups. *New Media & Society*, 6(2), 259-283.
- Yildirim, P., & Zhang, Z. J. (2022). How social media firms moderate their content. University of Pennsylvania, Wharton School.
- Darbinyan, R. (2022). The growing role of AI in content moderation. *Forbes*.

**Discussion Post 4 and Quiz 4 due no later than Monday June 30**

**Week of June 30: Module 5 – Media Literacies**

Week of March 17: Media Literacy & Media Mindfulness

- Potter, W. J. (2016). Media literacy (8<sup>th</sup> ed.). **Chapters 2 & 15**
- Campbell, S. W., & Gershberg, Z. (2022). *The case for media mindfulness*. Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.

Week of March 24: Media Literacies in the Digital Age: Algorithms and Hybrid Spaces

- Rogow, F. (2024, April 10). Media literacy for students in a digital age. *Carnegie Corporation of New York*.
- Hargittai et al. 2020. Black Box Measures? How to study people’s algorithm skills. *Information, Communication, & Society*, 23(5), 764-775.
- Dogruel, P. M., & Joeckel, S. (2022). Development and validation of an algorithm literacy scale for internet users. *Communication Methods and Measures*, 16(2), 115-133.
- de Souza e Silva, A., Campbell, S. W., & Ling, R. (2024). Hybrid Spaces revisited: From concept toward theory. *Communication Theory*.

**Discussion Post 5 and Quiz 5 due no later than Monday July 7**

## Week of July 7: Module 6 –Media Inequities & Divides

Media and Social Divides: Uneven Conditions Globally and Locally

- Hargittai, E. (2003). The digital divide and what to do about it. In (C. Jones, Ed.) *New Economy Handbook* (pp. 821-832). Elsevier Science.
- Gitau, S., Marsden, G., & Donner, J. (2010). After access — Challenges facing mobile-only internet users in the developing world. *Proceedings of the 28<sup>th</sup> international conference on Human Factors in Computing Systems*, pp. 2603-2606.
- Brown, K., Campbell, S. W., & Ling R. (2011). Mobile phones bridging the digital divide for teens in the US? *Future Internet*, 3, 144, 158.
- Marler, W. (2019). Accumulating phones: Aid and adaptation in phone access for the urban poor. *Mobile Media & Communication*, 7(2), 155-174.

### Completion of C-REP credits due by July 18

## Week of July 14: Module 6 (continued) –Media & Political Divides

Week of April 7: Media and Political Divides: Polarized Citizenship

- Keeter, S. (2015). Political polarization and the American public. Pew Research Center.
- Russel, A. (2024). Political polarization is not unique to the U.S., but its causes are. *Letter & Science: US Davis*.
- Iyengar, S., et al. (2019). The origins and consequences of affective polarization in the United States. *Annual Review of Political Science*, 22, 1290146.
- Krupnikov, Y., & Ryan, J. (2022). Chapter 7 from their book “The Other Divide” (“A New Form of Self-Expression”)

### Discussion Post 6 and Quiz 6 due no later than Monday July 21

## Week of July 21: Module 7: Capstone Assignment (due July 25)

For the capstone assignment, students will apply key concepts from the class to create a lecture on the topic of “Media and Citizenship at OSU.” Students will be asked to design a set of lecture slides with corresponding lecture notes. Students will not be asked to record the actual lecture, just to provide the materials for it. Further guidelines will be provided on Canvas.

**\*\*\*All work for this class, including capstone and late work, must be completed July 25\*\*\***

## Late Work

**Please keep track of deadlines for the Course Schedule.**

**Late work and submission details:** Late work will be immediately docked one letter grade, unless there is a documented emergency or accommodation arranged with the TA. The grade will continue to be reduced one letter grade for each week it is late, up to 50% of the grade. Students must coordinate documentation and making up late work with their TA. Let your TA know as soon as possible to make arrangements. **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 completed most of the course (more than 50%) 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 your TA to make arrangements.

## 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 a grade, you must prepare a document, going point-by-point 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 your TA. If your dispute is ongoing after this, you may contact the professor. If you 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](#)

## 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT and others. These tools will help shape the future of work, research and technology but when used to replace class work and thinking, they can stand in conflict with academic integrity at Ohio State. To be clear, use of these generative AI tools is not allowed when working on graded components for this course. You should be integrating information directly from the sources and citing them appropriately. And whenever you use text verbatim from any source, acknowledge that the words are not your own.

## Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let your TA or Professor know immediately to privately discuss options. To establish reasonable accommodations, you may be requested to register with Student Life Disability Services. After registration, make arrangements with your TA as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.



If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let your TA know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).  
(Policy: [Religious Holidays, Holy Days and Observances](#))

## Mental Health

If you or someone you know are suffering or struggling with mental health, 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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766), and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Sexual Misconduct & Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses are 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](mailto:titleix@osu.edu).