Syllabus

Communication 2985

Media and Well-Being

Summer 2025

3 Credit Hours

Online and Asynchronous

Course overview

Instructor

- Name: Dr. Melissa Foster
- Email Address: foster.1182@osu.edu
  - Be sure to email osu.edu NOT buckeyemail
- Course Access: Carmen (online and asynchronous)
- Office Hours: Email me to make an appointment; I'm generally available between 8-10am M-F
  - Include (1) the name of this class; (2) a brief description of what you'd like to discuss; (3) your availability for the upcoming week

Note: My preferred method of communication is office hours (see introduction video for information on why that is) or through the discussion boards on Carmen. To find the discussion boards, open our class in Carmen and click on the "Discussions" tab on the left. There are separate discussion boards for "Questions about the lecture materials" and "Questions about upcoming assignments" that I answer daily and highly recommend you stay up-to-date on.

Please do not use the "comment" function in the gradebook to communicate with your TA as Carmen doesn't have the functionality to notify them that you posted there.

Course description

Mass media can have powerful effects on personal well-being. The course has two main goals. The first is to explore, via media use theories, how to use media in ways that promote personal health and well-being. The second is to become skilled at communicating this information with others to inform and persuade them to adapt to healthy media habits. To achieve those goals, we will examine the role of both traditional media (e.g., newspapers, movies, television shows, music) and new media (e.g., social media, apps, podcasts) in helping and harming various dimensions of well-being (e.g., physical, emotional, community well-being). The course will be broken down into weekly modules with lecture videos, reading material, quizzes (to assess the first course goal—understanding the media and well-being relationship), and small-group discussions (to assess the second course goal—communicating with others about the media and well-being relationship). Additionally, there is a final project challenging students to integrate information from the semester into a paper or presentation using media theories (at least 3) to make recommendations for media use for high school students related to 3 dimensions of well-being.

Course expected learning outcomes

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

Media Use Concepts and Theories: Understand and describe theories and concepts of media use and engagement. Apply theories and concepts of media use and engagement to personal media use and real-world examples.

Communication: Demonstrate written and oral communication skills in discussing media use for well-being. Synthesize information in crafting a plan for media use that enhances well-being that is communicated in a clear, concise manner with an audience of high school students in mind.

We will accomplish these goals by examining media use theories in the context of different dimensions of well-being in each module. Students will *learn* about the theories in lecture, demonstrate *understanding* of the theories in weekly quizzes, and *utilize* communication skills to *apply* the theories to real-world contexts in weekly discussion assignments. In terms of communication, students will find, evaluate, and cite sources (e.g., lecture, peer-reviewed research, and professional journalism) to synthesize information into clear and concise papers or presentations. In responding to each other's discussion posts, students work on reiterating the main

point of the other person's paper and making suggestions for relevant additional sources.

General education goals and expected learning outcomes

General Education Goals:

As part of the new General education (GEN) curriculum, Health and Well-Being Theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme 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.

3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

ELOs will be achieved through a combination of lecture videos, reading material, quizzes, and discussion posts for each weekly module topic. The final project asks students to demonstrate education for citizenship by preparing a paper/presentation for high school students on media use and personal well-being. These final projects requires students to revise and integrate work they did during the weekly discussion posts to demonstrate a broad understanding of how media use and wellbeing are related in general, and incorporate at least 3 theories or concepts across 3 dimensions of wellbeing, 3 peer-reviewed sources, and 3 sources from professional newspapers to make specific media use recommendations to their audience. In this way, students are integrating information from different fields and different sources to address a big question: How can we engage

with media in ways that promote personal wellbeing and communicate with others about their own media use for wellbeing?

Health and Well-being: Expected Learning Outcomes

ELO 1.1 Engage in critical and logical thinking.

This ELO will be addressed though watching lecture videos (and taking comprehension quizzes) to *learn* main concepts. Then, students will create discussion posts to *apply* the concepts to their lived experiences. They will also *find, evaluate, integrate, and cite* information from outside sources to support their opinions on each module topic. Our aims in critical and logical thinking are to anticipate what the media and wellbeing relationship might be through various theories and then explore empirical evidence to test those theories and apply the information to our lived experiences.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

This ELO will be addressed though combining information from peer-reviewed research and professional journalism for each of the topics covered in the 12 main modules. The culminating assignment will require students to synthesize information from the semester into a plan for media use that incorporates information from theories (from lecture videos and assigned reading), peer-reviewed research, and professional journalism.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

The course materials and discussion posts integrate information from a variety of foundational fields of study: Theories and methods from the social sciences are introduced, and topics are analyzed through a variety of lenses such as race, ethnicity, and gender diversity (especially as relevant to media access and representation) as well as

historical contexts (to contextualize the modern media landscape) and the natural sciences (as they related to health and well-being). Media from the literary and visual arts will be included in each lecture and analyzed quantitatively. Students do not need any background information on statistics since the basic information needed for the purpose of this course (understanding what statistics are and how to use them) will be included in lecture videos.

ELO 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.

Students develop a sense of self as learners through creating discussion posts and a reflection assignment at the end of the semester. Each module has an umbrella topic, but students can creatively choose subtopics that are of interest to them and relate those to their lived experiences. Each of the modules also has a metacognitive topic for the week (a learning skill to work on) so that by the end of the semester, students will have experience in a variety of learning techniques. Some examples of these include learning how to find and evaluate information, how to take notes, how to create their own quiz questions to study for quizzes (rather than simply re-reading lecture slides), how to critically reflect on our own media use and wellbeing, and how to communicate successfully with others by paraphrasing their main points to ensure understanding and using persuasive techniques.

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

Lecture videos incorporate information from social and natural sciences so that students can analyze information with a variety of perspectives in the current media environment, including new media technologies. For example, the module about financial well-being includes information on how advertisements work to persuade people to purchase items that may harm their financial well-being. Another example is that the module on digital well-being includes information

relevant to policy. A third example is that the module on physical well-being examines the effects of fitness apps on various dimensions of biological health.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

For each module, students engage in self-reflection to promote media use that is conducive to health and well-being. By the end of the semester, each student should have created their own strategy for media use to enhance their personal well-being.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. However, there are assignments due weekly. So, you should be logging in regularly.

Pace of online activities

Every week, you should be watching lecture videos (about 3-4 per week; about 30 minutes per lecture), crafting practice quiz questions (~3 questions per week), taking a quiz (~10 multiple-choice questions), posting a discussion (about a 2-page paper on the weekly topic), and responding to classmates' discussion posts.

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 9 hours of engagement with the class each week to receive a grade of (C) average for a Fall or Spring semester (Summer semesters are shorter, so they have more time expectations per week). Actual hours spent will vary by student learning habits and the assignments each week.

A typical weekly breakdown would include about 1.5 hours of watching lecture videos, 1.5 hours of communication (e.g., reading the feedback I provide on assignments, reviewing the "Overview" and "Reflection" tabs in each module, posting questions and reading answers on the discussion boards, reading the weekly announcements, etc.), about 1 hour of studying and taking quizzes, about 4 hours of writing an original discussion post (about 2 hours per page for 2-page papers) and about an hour for responding to papers.

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: Each week, watch the lecture videos (MediaSite keeps track of viewing analytics), take weekly quizzes, and contribute to weekly discussion post.

Course communication guidelines

If you have a question about an upcoming assignment, you can post your question on the discussion board "Questions About Upcoming Assignments" or email me to make an appointment for office hours.

If you have a question about course materials/concepts, you can post your question on the discussion board "Questions About Lecture Materials and Concepts" or email me to make an appointment for office hours.

If you have a personal question or concern, you can email me to set up an appointment for office hours.

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.)

Writing style

See this Website on How to Write a Professional Email

Tone and civility

In the social sciences, you can (and often should) share your opinions. However, it is important that you support your opinions with evidence and be respectful of others.

Citing your sources

We will be using APA format to cite sources. It is not a problem if APA format is new to you. I will have a lecture on this topic that is working off the assumption that you have not learned APA format before.

Protecting and saving your work

I highly recommend saving your work as you go. Consider OneDrive to save your work online.

Course materials and technologies

Textbooks

Required

None: All reading materials will be available on Carmen

Other fees or requirements

There are no additional fees for this class

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 it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)

- Email: 8help@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
- 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 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 instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	150 points total (8 quizzes will be given over the semester. The lowest 2 quiz scores will be dropped. So, the remaining quizzes are 25 points each)
Writing Practice Quizzes	60 Points. For each module, you'll write 5 quiz questions. These are graded for completeness rather than accuracy since these are intended for practice (writing questions helps you study/learn the material). Any particularly good questions may make their way onto the actual quiz 😊 The lowest 2 grades (of the 8 total) are dropped, so the best 6 are worth 10 points each.
Discussion Assignments	600 points (8 discussions, the lowest 2 will be dropped from the final grade, 100 points each)

Assignment Category	Points and/or Percentage
Class Planning and Self-Checks	90 (8 planning and self-checks). These are graded for completion. The lowest 2 are dropped. So, the best 6 are worth 15 points each.
Final Project	100 points
Total	**1000 points = 100%**

Description of major course assignments

Writing Practice Quiz Questions

○ Studies show that simply re-reading your notes is not, for most people, the best way to learn and retain information (e.g., Siebert & Karr, 2008). Rather, it's best to think through the material, especially working on figuring out what the main points are. For each weekly module, please create 3 quiz questions. These can be either short-answer, multiple choice, or True/False (T/F) style. Your goal in creating the quiz questions is to ask yourself, "What do I think is most important about this module that I would want someone else to be able to address in a quiz question?". Add your original 3 questions to the assignment submission area for each module. If your questions are particularly good, I might add them to the quiz for later in the week 😊

Quizzes

Weekly, online quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice and True/False items. Quizzes will have approximately 10 question.

The only resource you may use on quizzes is your own notes. You may not work together.

Discussion Assignments:

- o Students will post an original response to prompts in Carmen (about 2-pages of text, not including the title page and references) and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course. Discussions should include information from lectures as well as outside sources. These outside sources should include at least one peer-reviewed article and one newspaper article. Responses to classmates should make it clear that you read their paper, and responses should also include at least one suggested reading relevant to their topic.

- o Original posts will be evaluated on their ability to address the prompt with clear and concise integration of information from lecture, at least one peer-reviewed source, and at least one newspaper article. Responses should be in APA format and conform to each assignment guidelines.

- o Responses to classmates will be evaluated based on evidence that students did read their classmate's post and that they've added at least one suggestion for further reading. For example, a response such as "I liked your post" or "I agree with you" would not be sufficient to show that you've read their post. But making a comment on a specific topic they mentioned in the post and adding a suggested reading does make it clear that you've read and considered their original post.

- o Academic integrity and collaboration guidelines:

Standard academic practices are expected. You may use AI to get ideas for topics or help with grammar. However, please do not use the actual information from AI (since they are not yet reliable) and do include a citation/reference for any ideas you got from it. Microsoft Copilot is the only AI that OSU has a security understanding with.

Final Project:

- o Students will synthesize information from the semester into a final paper (approximately 5 pages) or a final presentation (approximately 5 minutes)

as if it is for an audience of high school students who are interested in learning about how media use influences well-being. A minimum of 3 media theories or concepts and 3 dimensions of wellness should be addressed. You may revise some of your discussion assignments from this class to create this final project.

o   This assignment is completed individually.

Late assignments

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. I will show you how to do this in our first lecture video.

Late work and submission details: This class already has many accommodations built into it. These include: (1) the class is fully online; (2) the class is fully asynchronous; (3) there are no midterm or final exams; (4) there are no textbooks or other materials required for purchase; (5) there are no time limits on quizzes; (6) The lowest 25% of grades (including zeros for missing assignments) are dropped from the final grade in lieu of accepting late work; and (7) there is no single assignment worth more than 10% of your final grade, and (8) many assignments (practice writing quiz questions and the self-check & reflect assignments) are graded for completion rather than correctness.

Thus, late work will not be accepted for any reason. This means that regardless of tech issues, joining the class late, illness, injury, emergency, bereavement, etc. you cannot submit late work. With 2 out of 8 weeks of lowest grades (including zeros for missed assignments) being dropped, that's already more time off permitted than any job I can imagine with sick time, vacation time, and bereavement all combined. We would not be able to meet our class goals (and thus maintain class accreditation) if late work was accepted on top of this. Neither is it reasonable to expect that you could catch up on late work and stay up on current work at the same time, without incurring a good deal of stress. Likewise, your professor is a real human who also cannot grade late work while keeping up with grading (and thus keeping course accreditation). Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work, all dates** Easter Time Zone**.**

Assignments are not counted as submitted unless you have submitted them in Carmen. Please do not email your work to your professor.

Before you submit an assignment:

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

When you are ready to submit your assignment or exam, make certain it is in "doc", "docx", or "pdf" format (don't use "pages" or "google docs" since they often have technical compatibility issues or permissions that interfere with grading). Submissions that cannot be viewed will not be graded.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen. Here it is step by step:

= After submitting the assignment, you should be taken back to the main page for the assignment
= On the right-hand side is a submission status
= To verify that everything uploaded correctly, click on 'Download [filename]'; you might want to save it to a different location on your hard drive than the original, or rename it during the download process, to avoid overwriting your original

= Open the downloaded file and make sure everything looks correct

Recall that you will be graded on what you submit by the deadline, even if it was not what you intended to submit. So, it's important that you check to be sure your submission was correct.

Grade Disputes: Any dispute about a grade must be taken up with the professor within one week of the grade posting. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed and may result in the grade being increased, decreased, or remaining the same. However, if it comes to my attention that a mistake has been made in a TAs

grading, I may correct that at any time.

Page Limits: Papers use APA formatting (e.g., 1-inch margins) and adhere to the page limits. Points will be deducted for going over the limit. Communicating concisely is an important skill and having the same page limit for everyone keeps assignments fair.

Grading Scale

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

Rounding: 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.

Viewing Grades in Carmen: 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:

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. Assignments that are graded in the "Needs Improvement" category have either missing components or incorrect information.

Instructor feedback and response time

Assignments will generally be graded about a week after they are due. I write personal feedback on everyone's assignments, so please let me know if you aren't sure where to find that.

My answers on the discussion boards will be provided every 24 hours. Due to high volumes of emails, these may take longer (about 48 hours) to respond to.

I also post weekly announcements with a summary of the module and grading. I recommend signing up for email notifications so you know when these are posted (generally on Sundays).

Academic policies

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)

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

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 of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own

potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: **https://odi.osu.edu/** or **https://cbsc.osu.edu**)

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 Greeneville 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. 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 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 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 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.**

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; 614-292-3307; or 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

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Section A: Introductions, Concepts, and Contexts				
Module	Objectives	Assignments (see Carmen for pdf's of readings, assignment details, and examples)	Due Dates (11:59pm)	Check Box
Module 1: Intros, Finding, Evaluating, Using, and Citing Sources	-Introduce Instructor, the course, and Carmen -Find, evaluate, use, and cite sources	Lecture Videos (about 20 to 30 minutes each) -Introduction to Dr. Melissa Foster -Introduction to Carmen and the class -Finding and Evaluating Sources -Using and Citing Sources		
		Reading: None		
		Practice Quiz #1	June 3rd	
		Quiz #1: Syllabus Quiz	June 4th	
		Discussion #1: Write a question you are interested in (about media and wellness). It should be a question that you don't already know the answer to. See Carmen for examples. List some keywords you could use to search for answers using the search engines discussed in class. Then summarize the results of 3 sources you found that address your question. One should be a peer-reviewed source, another should be an article from professional journalism. The third should be from a government, university, or nonprofit website. After your original post, please respond to at least 2 classmates' posts. Your response should make it clear that you read their post. See Carmen for details on how to do this. You should also share with them another source that	Original post due June 5th, responses to classmates due June 6th.	

		you think would also address their question. The source you share can be from a peer-reviewed journal, professional journalism, or a government, university, or nonprofit website.		
		Self-Check and Reflect	June 6th	
Module 2: Concepts and Contexts	-Provide working definitions of "media" and "wellness" -Provide real-world examples of ways that media influence personal wellness -Describe methods of studying the relationship between media and wellness -List the pros and cons of different ways of studying media and wellness -Describe current contexts (what is media and wellness like today)	<u>Lecture Videos (about 20 to 30 minutes each)</u> -Defining Media -Defining Wellness/Wellbeing -Historical Contexts -Modern Contexts		
		Reading Introductory chapter from Ralph Hanson's textbook: Mass Communication: Living in a Media World (pages 3-25) Read through each of the 10 dimensions of wellness <u>At the OSU Student Wellness Center</u> Doucleff, M. (2023). The truth about teens, social media, and the mental health crisis. <u>All Things Considered.</u> Nguyen, M. H., Gruber, J., Fuchs, J., Marler, W., Hunsaker, A. & Hargittai, E. (2020). Changes in digital communication during the Covid-19 global pandemic: Implications for digital inequality and future research. *Social Media + Society*, 6, 1-6.		
		Practice Quiz	June 10th	
		Quiz #2 (Covers Module 2)	June 11th	
		Discussion #2: Describe your current media diet. What types of media are you engaging with and how often are you doing so? Then, please contextualize this. How does your media engagement compare to other people (either	Original post due June 12th, responses to	

	-Describe some historical contexts (how did we get here)	locally, nationally, or globally)? How would you rate your media engagement in terms of wellness? Be sure to include information from both peer-reviewed sources and professional journalism. See Carmen for details.	classmates due June 13th	
		Self-Check and Reflect	June 13	
Section B: Media Theories and Well-being				
Module 3: Environmental and Spiritual Dimensions of Wellbeing	-Define and evaluate environmental wellness in terms of media -Define spiritual wellness and evaluate it in terms of media -Define eudemonics -Explain how eudaimonic media impacts spiritual wellness using TEBOTS	Lecture Videos (about 20 to 30 minutes each) -Environmental wellness -Spiritual Wellness -Eudemonics -Uses and gratifications		
		Reading: Uses and Gratifications: Ifinedo, P. (2016). Applying uses and gratifications theory and social influence processes to understand students' pervasive adoption of social network sites. *International Journal of Information Management, 36,* 192-206 https://www.theatlantic.com/politics/archive/2013/10/how-the-national-parks-became-the-biggest-battleground-in-the-shutdown/280439/ Chapters 6 and 7 of The Routledge Handbook of Media Use and Well-Being: International Perspectives on Theory and Research on Positive Media Effects		
		Practice Quiz	June 17	
		Quiz #3	June 18	

			Original post due June 20 (notice there is an extension due to Juneteenth), responses to classmates due June 23	
		Discussion #3: Some media that makes us sad or angry is actually good for spiritual wellness. Please explore some of the pros and cons of entertainment media and negative emotions. You should use the information in lecture as a starting point and find a few additional sources to add to your pros and cons list. See carmen for a template.		
Self-Check and Reflect	Self-Check and Reflect	Self-Check and Reflect	June 23	Self-Check and Reflect
Module 4: Career and Physical Wellness	-Describe and Contextualize Career Wellness -Describe and Contextualize Physical Wellness -Apply Uses and Gratifications Theory to wellness -Create and apply your own criteria for media evaluation	Lectures (20-30 minutes each) -Career wellbeing -Physical wellbeing -Uses and gratifications -What makes a website or app "good"?		
		Reading Friedersdorf, C. (2023). The gaps between media and reality. The Atlantic. Shiffman, 2008 (peer-reviewed article) BBC: How the news changes the way we think and behave Mittal, Ella (03/2024). "Uses and gratifications of social networking use: Associations with social capital and subjective well-being". *Human Systems Management* (0167-2533), 43 (2), p. 215.		
		Practice quiz	June 24	

		Quiz #4	June 25	
		Discussion #4: Apply Uses and Gratifications theory of media use for career or physical well-being by finding a website or mobile application to evaluate. See Carmen for details.	Original paper due June 26, responses to classmates due June 27	
		Self-Check and Reflect	June 27	
Module 5: Digital and Social wellbeing	-Define and contextualize digital wellbeing -Define and contextualize social wellbeing -Apply Evolutionary Mismatch, Parasocial relationships, Theory of Mind to evaluate media use for digital and social wellness	Lectures Digital Wellbeing Social Wellbeing Evolutionary Mismatch Theory of Mind		
		Reading Sbarra, D. A., Briskin, J. L., & Slatcher, R. B. (2019). Smartphones and close relationships: The case for an evolutionary mismatch. Perspectives on Psychological Science, 14, https://doi.org/10.1177/1745691619826535 Tiffany, K. (2023). No one knows exactly what social media is doing to teens. The Atlantic Chen, T., & Jin, C. L. (2022). Immersive media presentation and preschoolers' prosocial behaviors: The mediating role of Theory of Mind. *Frontiers in Psychology,* 13 Chapter 1, Rath and Harter's "Wellbeing" pages 15-29		
		Practice Quiz #5	July 1	
		Quiz #5	July 2	

		Discussion #5: Use one of the theories from lecture to discuss how digital and social wellbeing impact each other and what you can do about it See Carmen for details.	Original due July 3rd, responses to classmates July 7th (extension due to holiday)	
		Self-Check and Reflect	July 7	
Module 6: Emotional and Creative Wellbeing	-Define and contextualize emotional wellbeing -Define and contextualize creative wellbeing -Emotional contagion -Mood Management Theory	Lectures (20-30 minutes each)		
		Reading: Fryburg, D. A., Ureles, S. D., Myrick, J. G., Carpentier, F. D., & Oliver, M. B. (2020). Kindness media rapidly inspires viewers and increases happiness, calm, gratitude, and generosity in a healthcare setting. Frontiers in Psychology, 11. Psychology Today: Protect Yourself from Emotional Contagion Krout, R. E. (2007). Music listening to facilitate relaxation and promote wellness: Integrated aspects of our neurophysiological responses to music. *Arts in Psychotherapy, 34,* 134-141. Sung, H. (2019). Arts and community well-being. Book series: Community Quality-of-Life and Well-being, pages 185-202.		
		Practice Quiz	July 8	
		Quiz #6	July 9	
		Discussion #6: Pick a TV show, movie, podcast, album, or other media message to engage with and describe if you believe it would be helpful for either emotional or creative	Original July 10, responses July 11	

Module	Objectives	Content	Due	
		wellbeing via one of the theories from this module. See Carmen for details.		
		Self-Check and Reflect	July 11	
Module 7: Financial and Intellectual Wellbeing	Define and contextualize financial wellbeing Define and contextualize intellectual wellbeing Apply semiology to wellness Apply Information Seeking theory to wellness	Lecture Videos (about 20 to 30 minutes each)		
		Reading: Chapters 9 and 10 (pages 133-155) of Media & Society (O'Shaughnessy, Stadler, & Casey, 2020) Dobransky, K. & Hargittai, E. (2012). Inquiring Minds Acquiring Wellness: Uses of Online and Offline Sources for Health Information. *Health communication, 27,* 331-343		
		Practice quiz	July 15	
		Quiz #7	July 16	
		Discussion 7: Please find an ad and use the Semiology approach or information seeking to analyze how it might impact financial or intellectual well-being. See Carmen for details.	Original responses July 17, responses to classmates July 18	
		Self-Check and Reflect	July 18	
Section C: Review				
Module 8: Review and Reflection	Review, Reflect, and Plan	Lectures (20-30 minutes each)		
		Reading: None		

		Practice Quiz	July 22	
		Quiz #8: Cumulative	July 23	
		Discussion #8: Make your own plan for media use for intellectual wellbeing. See Carmen for details.	Original = July 24, responses to classmates = July 25	
		Self-Check and Reflect	July 25	
Finals Week		Final Project: Reflecting over the work you've done this semester, please choose 3 types of well-being that you're most interested in. In a 5-page paper (or 5-minute presentation), describe what those types of well-being are, how they relate to each other, and how media use can enhance or harm well-being. Please write your paper/presentation as if the audience is high school students who are interested in learning more about how they can engage in media in ways that promote well-being. Please incorporate a minimum of 3 theories or concepts from the semester and be sure to explain what they are since high school students generally would not be familiar with them. Be sure that your recommendations to students are clear and concise and that you've supported your recommendation with evidence from both peer-reviewed research and newspapers. You may use prior work you've done in this course (especially discussion questions). See Carmen for details.	July 28	