

# SYLLABUS: COMMUNICATION 2850 MEDIA AND CITIZENSHIP ONLINE, AUTUMN 2025

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## Instructor

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Email: Shulman.36@osu.edu or hillaryshulman@gmail.com

Office hours: Wednesdays 1:00 – 3:00pm or by appointment [note: office hours are in-person unless otherwise requested]

## Teaching Assistants

Name: Razieh Pouafshari (**Head Teaching Assistant**)

Email: pourafshari.1@buckeyemail.osu.edu

Office hours: TBD

Assigned to students: Last names beginning with A to Gilroy

Name: Lauren Kercher

Email: Kercher.14@osu.edu

Assigned to students: Students whose last names alphabetically fall between Gisondo - Norder

Name: Aiden Wahls

Email: Wahls.3@buckeyemail.osu.edu

Assigned to students: Nurahmed - Z

## Course Communication

Given the size of this class, students should direct all initial forms of communication to their TA. This is especially true for all grading questions because your TA's are the ones doing the grading. Depending on the question, the TA will forward your message to the instructor. This policy is not in place to avoid meeting with the instructor (you are welcome to do so during office hours!) but instead to make sure that you get the quickest response possible. The TAs are in regular communication with the instructor, so handling communication in this way also ensures that everyone in the class is getting consistent information and feedback.

## RELEVANT COURSE INFORMATION

### 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 in a way that promotes informed, active, and responsible citizenship. Understanding how we find information, how we process this information, and how we act upon these ideas is vital to the decision making that benefits individuals and society at large. Thus, this course provides an overview of media and its role 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 we use this information to participate in the type of citizenship that suits us and our communities.

You'll be responsible for material covered in the lecture and in assigned readings from Carmen (see below). **Pro tip:** Every item in each module is organized in the order it should be completed (as well as organized by due date). You don't have to do things in order, but it helps!

## 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.

The course content, activities, and exams meet this goal.

2. **MODES OF INQUIRY:** Successful students will engage with and apply a range of important modes of thought, inquiry and expression.

The online activities are intended to assess this goal. Each activity asks students to apply the material in varied and personal ways to enhance 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.

The class content compares and contrasts different political systems to understand citizenship and its role within all levels, and different types, of societies.

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

The online activities in this class allow students to personalize the material and consider various ways in which they can become a more engaged citizen locally and globally.

## 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.

The graded materials in this class primary assess this outcome.

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

The online activities in this class primary assess this outcome by asking students to take course content and explore the ideas in a deeper and more personal way.

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

The quizzes and exams in this class primary assess this outcome.

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.

The online activities in this class primary assess this outcome.

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.

The quizzes and exams in this class primary assess this outcome.

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

The graded materials, as well as the extra credit activities, in this class primary assess this outcome.

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

The graded materials, most notably the online activities, in this class primary assess this outcome.

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.

The content of this course serve this goal.

## **Additional Goals**

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 activities aimed towards applying the material to new contexts and supplementing in-class materials with outside information of the students' choosing.

## **Credit hour and work expectation**

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen/Canvas

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.

## ASSIGNMENT INFORMATION AND GRADING

### Required Reading:

This class uses an eBook, Media & Citizenship, that pulls chapters from several different sources. This eBook can be accessed with a code that needs to be purchased. All the reading, and access to the Macmillan learning platform (Achieve) are available through Carmen/Canvas Canvas.

### Assignments:

#### 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 possible short answer items. Quizzes will have 5 questions and a time limit of 15 minutes (quizzes were designed to take about 5-10 minutes to complete, so this extra time is built in to help students who require time accommodations). The only resource you may use on quizzes is your own notes. There will be 13 quizzes throughout the course of the semester, including the mandatory Syllabus Quiz, and the three lowest scores will be dropped. You may not work together. Please note that the quizzes use LockDown Browser.

#### Exams

Online, timed exams will assess students' general understanding of the lecture materials and assigned reading and videos. Each exam will have about 25 to 50 questions which may include multiple-choice, true/false or fill-in-the-blank items. You may not work together on exams. Exams are timed (50 minutes for first three exams, 75 min for the final) and LockDown Browser will be used. The first three exams will only test students on the material from that section. The final exam is cumulative and, as such, is worth more points.

#### Online Activities

Students will post an original response to prompts in Carmen/Canvas (50 points). 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. More details about grading these discussions can be found on Carmen/Canvas. When preparing

these assignments, students are required to follow the instructions provided. There will be point penalties for any failure to meet these requirements. While there are several activities posted (approximately one per week, students should only do one activity per Section). Please note that Turnitin (a plagiarism checker) will be used. Students who receive an unusually high score will be contacted by the professor. In most cases, students will receive a zero for this section's activity grade. In order to avoid this penalty, students can see their Turnitin Score before the due date and can modify their assignment, and turn the activity back in, before the deadline with no penalty.

### Extra Credit

The Achieve platform that is connected through Carmen/Canvas offers a variety of learning tools, including adaptive quizzing and video activities, designed to help students learn the material better. Some of these materials will be available for students to do for extra credit. This opportunity helps interested students learn more and can help students who feel they need more guidance gain more practice with the material. Because these activities, however, are not required, extra credit (of varying amounts) will be awarded. Please check Carmen/Canvas and Achieve diligently to learn more about when these opportunities become available.

An overview of the assignments is listed below. A detailed checklist with due dates is at the end of the syllabus. We will have 650 points possible in the class. Your points are allocated as follows:

| Requirement         | Points/Percent of Final Grade  |
|---------------------|--|
| Quizzes             | 100 points total (13 quizzes will be given over the semester. The lowest 3 quiz scores will be dropped. So remaining quizzes are 10 points each). Note the syllabus quiz counts as one of these quizzes. |
| Exams (3)           | 150 points total (50 points each)  |
| Activities          | 200 points (4 activities [one from each section], 50 points each).   |
| Final Exam          | 100 points, cumulative (content will be from the entire semester)  |
| <b>Total Points</b> | <b>650</b>   |
| Extra Credit        | Up to 15 points  |

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 | Letter Grade | Percent |
|--------------|---------|--------------|---------|
| A            | 93-100  | C            | 73-76.9 |
| A-           | 90-92.9 | C-           | 70-72.9 |
| B+           | 87-89.9 | D+           | 67-69.9 |
| B            | 83-86.9 | D            | 60-66.9 |
| B-           | 80-82.9 | Failing      | 0-59.9  |
| C+           | 77-79.9 |              |         |

**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/Canvas 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/Canvas 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".

## COURSE SPECIFIC POLICIES

### 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/Canvas.

#### Late work and submission details:

Late work will not be accepted without documentation of severe illness or emergency. This documentation must include relevant dates (at least 3 weeks in duration) and needs to come from a reputable source (e.g. a doctor's office or police report). This documentation should be submitted before the assignment is due, except for dire and unforeseen emergencies. While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Example wording includes "[Student name] was under my care from [start date] to [end date] and during that time was not able to complete schoolwork, including asynchronous online work." Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the semester



so that alternative arrangements can be made. **Please keep in mind that students have ample time to submit work and are encouraged and able to do most assignments well before the due date, so granting accommodations and extensions will be rare. Please plan ahead.**

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

### **Before you submit an assignment:**

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

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

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

## **Verifying the Proper Submission of your Work in Carmen:**

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen/Canvas.

Here it is step by step:

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

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

## **Grade Disputes**

Remember that any dispute about a grade must be taken up with the TA and, when relevant, the professor **within one week** of the grade posting. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you

can justify clearly why you believe your grade should be changed.

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

## Contact Information for Various Issues

### Who to Contact for Specific Problems:

#### *Questions about the course/assignments/lectures/etc.:*

First, post in the discussion area, as that allows the professor and other students to see issues and respond to everyone in an organized and timely manner. If your question is more specific, reach out to your TA

#### *For personal issues* (such as emergency illness or injury):

Please contact either your TA or Dr. Hillary Shulman.

#### *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](https://osuitsm.service-now.com/selfservice/help_splash.do) (Links to an external site.)

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

## TECHNOLOGY POLICIES

This is an online class. As such, a certain degree of technical competence and access to technology is required and expected. If you are concerned about your abilities to meet these requirements, please reach out to the instructor immediately to work out a plan. Without access to a computer (Mac (OS X) or PC Windows 7+), a high-speed internet connection, a web cam and microphone, and OSU software (Carmen/Canvas, Microsoft Office, OneDrive, Zoom) this class is not possible to take.

## Course technology requirements

For help with your password, university e-mail, Carmen/Canvas, 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.

### 1. Carmen/Canvas:

- Carmen/Canvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen/Canvas, visit

[Carmen/Canvas.osu.edu](https://carmen.canvas.osu.edu). Log in using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).

- Help guides on the use of Carmen/Canvas 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/Canvas accessibility**

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743
- <https://it.osu.edu/students#tech-access>

## 2. Zoom:

- Office hours will be held both in-person and via Zoom. As such, students must have access to this site and know how to use it.
- 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/Canvas Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen/Canvas Zoom](#) help guide

## 3. LockDown Browser:

- This course requires the use of LockDown Browser and potentially Respondus Monitor for all **quizzes and exams**. Please ensure that you have the necessary software and a compatible device before the first quiz. You will need a computer with a stable internet connection, a webcam, and a microphone to complete these online assignments using LockDown Browser and, potentially, Respondus monitor. Detailed instructions for installing and using these tools are available [here](#).

## 4. Turnitin:

- For this class, you will submit your papers to Turnitin Assignments through Carmen. Turnitin is a plagiarism prevention service that helps ensure academic integrity by comparing student work against a vast database of text. When grading your work, I will interpret the similarity report provided by Turnitin following Section A of [Ohio State's Code of Student Conduct](#). Submitted papers become part of the Ohio State Turnitin database and may be checked against other OSU submissions. You retain all rights to your written work.

## 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.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)

[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)

[COMMITTEE ON ACADEMIC MISCONDUCT \(COAM\)](#)

## COURSE SCHEDULE

**\*\*Note that this calendar is tentative, and dates may change. Make sure to check Carmen/Canvas and read all emails from the instructor.**

| Date Range  | Module Topic   | Lectures   | Materials            | Tasks  |
|---|----------------|--|----------------------|--|
| 8/26 – 8/29   | Course Intro   | ◇ Class Procedures<br>◇ Syllabus<br>◇ Watch all instructional videos | ◇ Read syllabus      | ◇ Syllabus<br>Quiz #1 (due 9/1)<br><b>Must complete to remain in course!!!</b> |
| <b>Section 1: Foundations</b><br>Understanding the role of media and citizenship within a democracy |                |  |                      |  |
| 9/2– 9/8  | Democracy (1A) | ◇ Defining democracy   | ◇ Intro to Democracy | ◇ Quiz 2 (due 9/8)   |

|   |                                     |   |  |   |
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|   |                                     | ◇ Democratic challenges   | ◇ Gershberg & Illing (2023)  | ◇ Activity 1A (due 9/10)                          |
| 9/8 – 9/15  | Media (4 <sup>th</sup> Estate) (1B) | ◇ Defining media<br>◇ Media's role<br>◇ Free Speech                 | ◇ Nature of News (chapter 1)<br>◇ Biswas (2023)<br>◇ Video (NYT v. Sullivan) | ◇ Quiz 3 (due 9/15)<br>◇ Activity 1B (due 9/17)   |
| 9/15 – 9/22   | Citizenship (1C)                    | ◇ Defining citizenship<br>◇ The 14 <sup>th</sup> Amendment          | ◇ Lister (1997)<br>◇ Video (Justice Ruth Bader Ginsburg)                     | ◇ Quiz 4 (due 9/22)<br>◇ Activity 1C (due 9/24)   |
| <p>REMINDER: You need to have completed ONE of the activities 1A-1C by 9/24 to earn your activity credit for this section</p> <p>Exam 1: Must be taken between 9/22 through 9/24</p>    |                                     |   |  |   |
| <p><b>Section 2: Finding Information (To Seek)</b></p> <p>The information landscape and how this shapes public knowledge</p>  |                                     |   |  |   |
| 9/22 – 9/29   | Media Economics (2A)                | ◇ Info marketplaces<br>◇ Media biases                               | ◇ Chapter 12<br>◇ True or False, Chapter 16<br>◇ The Daily (podcast 7/11/25) | ◇ Quiz 5 (due 9/29)<br>◇ Activity 2A (due 10/1)   |
| 9/29 – 10/6   | Journalism Cultures (2B)            | ◇ Culture of journalism (part I)<br>◇ Part II                       | ◇ Chapter 13   | ◇ Quiz 6 (due 10/6)<br>◇ Activity 2B (due 10/8)   |
| 10/6 – 10/13  | Legal Controls (2C)                 | ◇ Legal controls and Freedom of speech<br>◇ Media law               | ◇ Chapter 15<br>◇ Chapter 19   | ◇ Quiz 7 (due 10/13)<br>◇ Activity 2C (due 10/15) |
| <p>REMINDER: You need to have completed ONE of the activities 2A-2C by 10/15 to earn your activity credit for this section</p> <p>Exam 2: Must be taken between 10/13 through 10/15</p> |                                     |   |  |   |
| <p><b>Section 3: Processing Information (To Think)</b></p> <p>How people think through the information they find</p>  |                                     |   |  |   |
| 10/20 – 10/27   | Media Effects Research (3A)         | ◇ Research Methods I<br>◇ Research Methods II<br>◇ Famous Studies   | ◇ Chapter 14   | ◇ Quiz 8 (due 10/27)<br>◇ Activity 3A (due 10/29) |
| 10/27 – 11/3  | New Media (3B)                      | ◇ Writing for New Media<br>◇ “News Finds Me”<br>◇ Digital Fake outs | ◇ Chapter 11<br>◇ McVerry (2024)   | ◇ Quiz 9 (due 11/3)<br>◇ Activity 3B (due 11/5)   |

|   |                          |   |   |  |
|---|--------------------------|---|---|--|
| 11/3 – 11/10  | Biased Processing (3C)   | <ul style="list-style-type: none"> <li>◇ Understanding Media Bias</li> <li>◇ Dealing with our own Bias</li> <li>◇ AI's Biases</li> </ul>        | <ul style="list-style-type: none"> <li>◇ True or False Chapter 15</li> <li>◇ Freuden et al. (2025)</li> </ul>                   | <ul style="list-style-type: none"> <li>◇ Quiz 10 (due 11/10)</li> <li>◇ Activity 3C (due 11/12)</li> </ul> |
| 11/10 – 11/17   | Misinformation (3D)      | <ul style="list-style-type: none"> <li>◇ Facts v. Opinions</li> <li>◇ Who's susceptible?</li> <li>◇ A guide to identifying fake news</li> </ul> | <ul style="list-style-type: none"> <li>◇ True or False Chapter 14</li> <li>◇ Kyrychenko (2025)</li> <li>◇ Case Study</li> </ul> | <ul style="list-style-type: none"> <li>◇ Quiz 11 (due 11/17)</li> <li>◇ Activity 3D (due 11/19)</li> </ul> |
| <p>You need to have completed ONE of the activities 3A – 3D by 11/19 to earn your activity credit for this section</p> <p>Exam 3: Must be taken between 11/17 through 11/19</p> |                          |   |   |  |
| <p><b>Section 4: Implementing this Information (To Act)</b></p> <p>Way to Act in Order to Further your Cause</p>  |                          |   |   |  |
| 11/17 – 11/24   | Slacktivism (4A)         | <ul style="list-style-type: none"> <li>◇ Clicktivism</li> <li>◇ Slacktivism Hypothesis</li> </ul>   | <ul style="list-style-type: none"> <li>◇ Fischer (2020)</li> <li>◇ Fillet (2023)</li> <li>◇ Kwak et al. (2018)</li> </ul>       | <ul style="list-style-type: none"> <li>◇ Quiz 12 (due 11/24)</li> </ul>                                    |
| 11/24 – 12/8  | Activism & Literacy (4B) | <ul style="list-style-type: none"> <li>◇ Activism</li> <li>◇ Media Literacy I</li> <li>◇ Media Literacy II</li> </ul>                           | <ul style="list-style-type: none"> <li>◇ User's Guide</li> <li>◇ Potter Ch. 15</li> </ul>                                       | <ul style="list-style-type: none"> <li>◇ Quiz 13 (due 12/8)</li> </ul>                                     |
| <p><b>Final Activity</b> due 12/12 midnight</p> <p>Final Exam Monday December 15<sup>th</sup> – Tuesday December 16<sup>th</sup> Midnight</p>                                   |                          |   |   |  |

## UNIVERSITY POLICIES AND SERVICES

The remainder of the syllabus covers policies and services created and implemented by the university and, for the most part, are not at the discretion of the instructor. If you have any questions or need help accessing these services, please contact the instructor or head TA.

### 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**.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Content Warning Language**

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### **Copyright**

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.

### **Counseling and Consultation Services / 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](https://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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual



orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### **Disability Statement (with Accommodations for Illness)**

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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me 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).

### **Grievances and Solving Problems**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the



instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Lyft Ride Smart (Previously Safe Ride Program)**

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

### **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 [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)