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COMM 3440
Mass Communication and Society
Autumn, 2025
Class Number 16330

Faculty Instructor:

Dr. Rob Potter [pronouns: he/him/his]

- Office hours: by appointment. [Click here to make one.](#)
 - Via Microsoft Teams
- potter.477@osu.edu

Graduate Student Teaching Assistant:

Leah Lindemeyer [pronouns: she/her/hers]

- Office hours: Wednesdays 11:30am-12:30pm
 - Via [Zoom link here](#), Meeting ID: 934 0259 0310, Password: 077467
- lindemeyer.3@buckeyemail.osu.edu

Mode of delivery/Class meeting times:

This is a hybrid course. [OSU allows a lot of flexibility in what this means](#). This term, much of the COMM 3140 lecture content will be delivered via lecture recordings on CarmenCanvas. However, there will also be in-person lectures on many Tuesdays from 2:20-3:40pm in Room 160 at 209 W. 18th Ave.

Students who want face-to-face interaction with Dr. Potter are particularly encouraged to attend the in-person lecture sessions, which will begin with time set aside for questions about previously viewed CarmenCanvas content.

Screen recordings of slides and classroom audio from the in-person Tuesday class meetings will be posted on CarmenCanvas within 48 hours, barring technical difficulties.

- This means you do not *have to* attend any class meeting in person if you don't want to. Most of the information will be available to you as a screen recording. However, missing in-person class meetings, *for whatever reason*, prevents you from earning extra credit points for that day.
- It is expected that you will watch all recordings for each week by Sunday.

Please note that the course has been designed according to OSU guidelines recommending an average of six hours of preparation/homework for this course in addition to the faculty instruction.

Course description

This course introduces the basics of media psychology, including how the scientific method is used to determine the empirical truth of claims made about effects of mass communication on individuals and society. We also consider the psychological mechanisms through which media effects are thought to occur before examining the contexts in which these effects are stronger, weaker, or non-existent.

Course learning goals and outcomes

In this course students will work toward developing skills to:

- understand how science is different from other ways of knowing things,
- classify media psychology as a branch of social science,
- evaluate the quality of published research on media effects,
- develop evidence-based recommendations for media use in everyday life.

Additionally, this course fulfills the embedded literacy requirement for **technology** in the **General Education** program. Accordingly, students will also be able to:

- describe the relationships between technology and society in historical and cultural contexts,
- recognize how technologies emerge and change,
- evaluate the social and ethical implications of technology.

Required materials

- There is no textbook required for this course
- Assigned readings will be posted on CarmenCanvas.
- Access to a computer/laptop and a current web browser with video-related plugins and speakers/headphones. Lectures will be close-captioned.
- Access to a reliable high-speed internet connection. Internet interruptions can not be used as an excuse for not completing assignments or exams on time.
- Access to MS Word and/or PDF reader/writer. Assignments are only accepted in these two formats. [OSU students can access MS Word here for free](#). If you need help with this, please ask the TA or Dr. Potter.

Points

This class has 130 possible points, which are distributed as follows:

5M Activities (x5)	10 points
Online Quizzes (x4)	10 points
Checkpoints (x5)	10 points
Research Syntheses (x2)	30 points
Online Exams (x2)	40 points
Final Exam	30 points

Assignments

- **‘5M’ Activities (2pts x 5).** Several of the key concepts introduced this semester are summarized as “**The 5Ms**”: Media, Methods of research, Mediation, Moderation, and Meta-analysis. When these concepts are introduced, students will complete a worksheet that asks them to examine how that concept is demonstrated in published research papers and/or news articles. There are six activities in total, and they are graded for thoroughness, completion, and writing quality using the following scale (2 = satisfactory, 1 = needs improvement, 0 = not satisfactory). Your top five scores will count toward the final course grade.
- **Online Quizzes (2.5pts x 4).** Each quiz is worth 2.5 points and consists of 10 multiple-choice questions. Students have two attempts to complete each quiz, and these attempts have no time limit. Prior to the first attempt of each quiz, students should review all assigned readings and lecture notes. Then, complete the first attempt without referencing any of these materials. After submitting the quiz, students should look to see which questions were answered incorrectly and use notes to figure out why. In the second quiz attempt, these errors can be corrected. Only the highest score will be counted. Research shows that this process of testing/re-learning/correcting is a highly effective way of solidifying knowledge. Therefore, these quizzes are designed to provide periodic checks on student knowledge and serve as reviews for later exams.
- **Checkpoints (2pts x 5).** These serve to assess students’ understanding of key course concepts. Checkpoints consist of open-ended questions answered on CarmenCanvas. These questions are designed to provide guidance toward the research synthesis assignments described below. Checkpoints are graded for thoroughness, completion, and writing quality using the following scale (2 = satisfactory, 1 = needs improvement, 0 = not satisfactory).
- **Research Synthesis Assignments (2 submissions).** The main course project asks each student to research a specific media effects topic of their choice. This project culminates in a 2-page paper (double-spaced) that summarizes existing research on your topic and provides evidence-based recommendations about how people should approach media use in everyday life.

Prior to writing this short paper, you will complete preliminary assignments that ask you to gather, evaluate, and synthesize research on your chosen topic. The first synthesis assignment is graded out of 10 points, and the second synthesis assignment is graded out of 20 points. Both assignments are evaluated using a combination of completion, accuracy, and effort. Detailed rubrics are provided

for each synthesis assignment.

- **Online Exams (20pts x 2).** There are two exams delivered through CarmenCanvas. They will consist of 20 multiple-choice questions and 10 true/false questions. Each exam is worth 20 points. A study guide will be provided.
 - Unlike the quizzes, you only have ONE attempt on each exam. This attempt is timed (60 minutes).
 - **Exams must be taken during the scheduled class time (2:20-3:40pm, Eastern) on the day scheduled. Since they are delivered online, they can be taken anywhere, but only during that time window.**
 - If you score less than 70% on an exam, you can complete an Exam Reflection Assignment. This assignment requires you to reflect on errors that you made and demonstrate mastery of the material that you misunderstood. Satisfactory completion of this reflection will increase your exam grade to 70%.

You are only allowed to complete the exam reflection assignment ONCE per semester, and you must ask Dr. Potter for an opportunity to do so within 2 weeks of receiving your exam grade.

- **Final Exam**
 - The final exam is cumulative. It will take a similar format to the online exams. It will be delivered through CarmenCanvas and you will have 60 minutes to complete it.
 - The final exam period for Comm 3440 this term is:
 - Friday December 12 from 4:00pm-5:45pm Eastern Time
 - **That is the only window in which you may access the final**

Late assignments and make-ups

All deadlines are in Eastern Standard Time (EST). Except for Online Exams, students may submit any assignment late with a penalty. Submitting work one second after the deadline yields a 20% penalty for the submission for the first week following the due date. Work submitted more than a week late will receive at most 50% credit. Still, turning something in late is better than not completing it at all.

At the discretion of Dr. Potter, make-ups for any point-related task may be given for university-excused excursions or unavoidable circumstances (e.g., deaths, family emergencies, employment/internship interviews). This requires the student to discuss the situation with Dr. Potter via Teams.

Extra Credit

Conducting scientific research is central to the mission of the School of Communication at The Ohio State University. If you wish to earn extra credit, you may either participate in studies via C-REP or complete alternative assignments provided via C-REP. You may earn up to 3 points of extra credit for the course.

Information on how to participate in C-REP is available on the CarmenCanvas homepage for the course. If you have questions about C-REP, please consult the C-REP Answer Bot, which can provide an immediate response to students' most common questions and issues: <https://go.osu.edu/CREPbot>

If you have reviewed the materials and checked with the [Answer Bot](#) and can't find an answer to your question, you may email the C-REP coordinator. Please direct any questions regarding C-REP or requests for alternative assignments to the C-REP coordinator, Ms. Jiaqi Qin, at CREP@osu.edu.

For each hour of participation in a School of Communication research study, students receive 1 point of extra credit. Students must sign up for studies at <https://osucomm.sona-systems.com>. Be sure to read the instructions on the SONA site closely. Missing a research appointment or providing researchers inaccurate responses (i.e., quickly clicking through questionnaires just to 'get it done.') will not result in earning extra credit.

Extra credit will also be available for students attending Tuesday class in person.

Grading scale

Please note that CarmenCanvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. The official grading scale is as follows:

93 – 100:	A
90 – 92.9:	A-
87 – 89.9:	B+
83 – 86.9:	B
80 – 82.9:	B-
77 – 79.9:	C+
73 – 76.9:	C
70 – 72.9:	C-
67 – 69.9:	D+
60 – 66.9:	D
Below 60:	E

Communicating with Dr. Potter and expected response times

- **Grading and assignment feedback.** For large weekly assignments you can expect feedback within 14 days. This will come in the form of grades and comments provided directly on the assignment submission in CarmenCanvas.
- **Email.** Dr. Potter will typically reply within 48 hours. It is recommended that you send email from your OSU account and have the subject line read 'Comm 3440 student question.'
- **CarmenCanvas communication tools.** You should not use CarmenCanvas mail or CarmenCanvas assignment submission comments as ways of contacting Dr. Potter.

University Policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Office of Student Life has more than 40 departments that exist to help make your Buckeye experience better. Please see their site at: <https://studentlife.osu>.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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 Interim Ohio State Title IX Coordinator, Melissa Mayhan: titleIX@osu.edu or 614- 247-5838.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or other short-term closing

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Updates will be sent via CarmenCanvas.

Mental Health

Students may experience a range of mental health issues over the course of a term that can cause barriers to learning. These can include strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or a lack of motivation. This may lead to diminished academic performance or even reduce your ability to participate in daily activities unrelated to class.

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 is experiencing mental health issues, you can learn more about the broad range of confidential services available on campus via the [Office of Student Life's Counseling and Consultation Service](#) (CCS) or calling 614-292-5766.

CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself, need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the [Suicide Prevention Hotline](#) (Columbus: 614-221-5445).

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.

Academic Integrity Policy

Policies for this course:

- **Code of Student Conduct:** Students are expected to understand and abide by The Ohio State University [Code of Student Conduct](#).
- **Written assignments:** All written assignments, communications, and posts should be the student's original work. Formal assignments should follow **APA** style to cite the ideas and words of research sources. Students are encouraged to ask a trusted person to proofread their assignments before turning them in – but only the submitting student should revise or rewrite the work.
- **Reusing past work:** In general, students are prohibited in university courses from turning in work from a past class to a current class, even if the work is modified. Students who want to build on past research or revisit a topic explored in previous courses should first discuss the situation with Dr. Potter in office hours.
- **Falsifying research or results:** All work in this course is intended to be a learning experience; students should never feel tempted to make data or results look more successful than they were.
- **Use of Generative AI:** See the next page for information.

Procedures for Suspected Academic Misconduct

It is the responsibility of the [Committee on Academic Misconduct](#) (COAM) 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.

Dr. Potter is required to report suspected cases of academic misconduct to COAM. It is COAM's responsibility to assess whether plagiarism occurred.

Plagiarism as defined by the university's code of conduct is, “the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas; submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement.” [Here is a good resource](#) on plagiarism from the OSU Writing Center.

You are encouraged to plan enough time to prepare your assignment submissions so that any questions you have about possible academic misconduct can be brought to the instructors before the submission deadline.

Student Use of Artificial Intelligence

Some readings, lectures, and discussions in Comm 3440 will focus on Artificial Intelligence (AI). We will talk about what it is, what it does, and what it doesn't do. Because AI will be a topic in the course, occasionally there will be times when you will be asked to use AI. However, this does not provide blanket permission to use AI technologies (ChatGPT, CoPilot, Claude, etc.) to complete assignments for this course. Dr. Potter will do his best to clarify what acceptable use of AI is for each assignment.

You are encouraged to begin working on each assignment early enough so that any questions you have about allowable forms of AI can be answered by Dr. Potter *before* you submit your work.

Using AI on any assignment beyond what is specifically allowed will have consequences.

Accessibility accommodations

Students with physical or mental conditions (chronic or temporary) that may impair learning should contact the Office of Student Life [SLDS office](#) in 098 Baker Hall.

[Find a list of SLDS services here.](#)

Students certified for accommodation should arrange for SLDS to Dr. Potter of their needs as early in the term as possible.

An environment free from harassment and discrimination

The Ohio State University and Dr. Potter are committed to building and maintaining a community to improve opportunities for all. Students have the right to be free from harassment, discrimination, and sexual misconduct.

To report such behavior and/or to seek confidential and non-confidential resources and support, contact the [Civil Rights Compliance Office](#).

Tentative nature of this syllabus. Events that transpire over the semester may require the modification of this syllabus and/or schedule. Modifications will be announced in the in-person Tuesday meetings and via CarmenCanvas announcements. It is the student's responsibility to remain up to date on modifications and be aware of current policies, deadlines, etc.

By staying enrolled in this class, the student agrees to abide by the policies described in the syllabus.

Tentative schedule

<p>WEEK 1 (Aug. 26-31)</p> <p>Defining Terms:</p> <p><i>Social Science and Media Psychology</i></p>	
<p>READINGS for the week</p>	<ul style="list-style-type: none"> Sparks, G. (2013). A scientific approach to the study of media effects. <i>Media Effects Research: A Basic Overview</i>. Boston: Wadsworth. Valkenburg, P. M. & Piotrowski, J. T. (2017). Themes and theoretical perspectives. <i>Plugged In: How Media Attract and Affect Youth</i>. New Haven: Yale University Press.
<p>LECTURE on Tuesday</p>	<p>Live:</p> <ul style="list-style-type: none"> Course Overview Social Science as a Way of Knowing
<p>LECTURE on Thursday</p>	<p>Online:</p> <ul style="list-style-type: none"> A Brief History of Media Psychology Personalized Media Effects Characteristics of Social Science A very quick intro to LLMs
<p>ASSIGNMENT Due 11:59 pm Aug 31</p>	<ul style="list-style-type: none"> 5M Activity #1: Media Diary: Your current definition of <i>media</i>

<p>WEEK 2 (Sept. 1-7)</p> <p>Defining Terms: <i>Media</i></p>	
READINGS for Tuesday	<ul style="list-style-type: none"> Hicks, M. T., Humphries, J., & Slater, J. (2024). ChatGPT is bullshit. <i>Ethics and Information Technology</i>, 26(2), 38. https://doi.org/10.1007/s10676-024-09775-5
LECTURE on Tuesday	<p>Live:</p> <ul style="list-style-type: none"> Conceptual Definitions What is Media?
READINGS for Thursday	None
LECTURE on Thursday	<p>Online:</p> <ul style="list-style-type: none"> How to find a specific journal article How to read a journal article Operational Definitions
ASSIGNMENT Due 11:59 pm Sept. 7	<ul style="list-style-type: none"> Checkpoint #1: Identifying a Media Effect

WEEK 3 (Sept. 8-14) Peer-Review as an Indicator of Trust Using AI to Search for Literature	
READINGS for the week	<ul style="list-style-type: none"> • Potter (2025)_Excerpt from <i>Methods & Measurement in Media Psychology</i>_chapter 1 • Jordan & Zanna • Clark, A. Extending Minds with Generative AI. <i>Nat Commun</i> 16, 4627 (2025). https://doi.org/10.1038/s41467-025-59906-9
LECTURES	<p>All lectures are asynchronous this week:</p> <ul style="list-style-type: none"> • The peer-review process as an indicator of quality • How to read a journal article
ASSIGNMENT Due 11:59 pm Sept. 14	<ul style="list-style-type: none"> • Quiz 1

<p>WEEK 4 (Sept. 15-21)</p> <p>Introduction to Theory</p>	
READING for Tuesday	<ul style="list-style-type: none"> Lang (2014). Dynamic human-centered communication systems theory. <i>The Information Society</i> 30 (1) 60-70.
LECTURE on Tuesday	<p>Live:</p> <ul style="list-style-type: none"> Discussing Clark Return to AI: LLMs to work smarter on literature reviews Discussing Lang; Theory Building and conceptual definitions
READING for Thursday	<ul style="list-style-type: none"> Shoemaker et al. (2011) Part 1, the whole thing Shoemaker et al. (2011) Part 2, only highlighted sections
LECTURE on Thursday	<p>Online:</p> <ul style="list-style-type: none"> What is <i>theory</i>? How is it used? How to tell if one is helpful. Media Psychology Theories 101 Media Psychology Methods 101
ASSIGNMENTS Due 11:59 pm Sept. 21	<ul style="list-style-type: none"> Checkpoint #2—Searching the literature for sources of knowledge about your media effect

<p>WEEK 5 (Sept. 22-28)</p> <p>Survey Methods:</p> <p>Cultivation Theory and Social Perceptions of Reality</p>	
<p>READING for Tuesday</p>	<ul style="list-style-type: none"> • <i>Scientific Methods in Media Effects Research</i>, p. 25-35 only • Dr. Patrick Lin's Substack on AI <ul style="list-style-type: none"> • https://emergingethics.substack.com/p/why-were-not-using-ai-in-this-course • Segrin, C. & Nabi, R. L. (2002). Does television viewing cultivate unrealistic expectations about marriage? <i>Journal of Communication</i>, 52(2), 247-263
<p>LECTURE on Tuesday</p>	<p>Live:</p> <ul style="list-style-type: none"> • Discussing Lin's Article • Student experience using AI as a literature search tool • Survey Methodology • Media Psychology Theory 202: Cultivation Theory
<p>Lecture on Thursday</p>	<p>Online:</p> <ul style="list-style-type: none"> • Understanding Statistical Significance • Exam 1 Study Guide
<p>ASSIGNMENT Due 11:59 pm Sept. 28</p>	<ul style="list-style-type: none"> • 5M Activity #2: Understanding Survey Methods • Quiz 2

WEEK 6 (Sept. 29-Oct. 3) Catch UP & Exam 1	
READING for Tuesday	<ul style="list-style-type: none">• Exam 1 Study Guide
LECTURE on Tuesday	Live: <ul style="list-style-type: none">• Review for Exam 1
EXAM on Thursday	Online: <ul style="list-style-type: none">• Access Exam 1 between 2:20-3:40pm Eastern Time on CarmenCanvas

<p>WEEK 7 (Oct. 6-12)</p> <p>Experimental Design</p>	
READING for Tuesday	<ul style="list-style-type: none"> • <i>Scientific Methods in Media Effects Research</i>, p. 35-41 only • Saleem, M., Anderson, C. A., & Gentile, D. A. (2012). Effects of prosocial, neutral, and violent video games on children's helpful and hurtful behaviors. <i>Aggressive Behavior</i>, 38, 281-287.
LECTURE on Tuesday	<p>Live on Tuesday:</p> <ul style="list-style-type: none"> • Between Groups Experimental Design • Randomization to control Confounding Variables • Discussion of Saleem et al. (2012)
READING for Thursday	<ul style="list-style-type: none"> • None
LECTURE on Thursday	<p>Online:</p> <ul style="list-style-type: none"> • Creating Variance in Independent Variables (IVs) • Stimulus Alternative Plausible Explanations (APEs)
ASSIGNMENT Due 11:59 pm Oct. 12	<ul style="list-style-type: none"> • Research Synthesis #1: Gathering Evidence of Media Effects <ul style="list-style-type: none"> • Note: You should have committed to a specific statement of media effect by the time you start this assignment

WEEK 8 (Oct. 13-19) Within Participants Experimental Design Autumn Break (Yahoo!)	
READING for Tuesday	<ul style="list-style-type: none"> Bellman, S. (2017). Experimental design. In J. Matthes, C. S. Davis, & R. F. Potter (Eds.), <i>The International Encyclopedia of Communication Research Methods</i> (1st ed., pp. 741–760). Wiley. https://doi.org/10.1002/9781118901731.iecrm0098
LECTURE on Tuesday	Live: <ul style="list-style-type: none"> Within Participants Design Catch Up Before Autumn Break
No Class Meeting Thursday	<ul style="list-style-type: none"> <i>Enjoy Autumn Break</i>
ASSIGNMENTS Due 11:59 pm Oct. 19	Checkpoint 3—Mid-semester Course Feedback

WEEK 9 (Oct. 20-26) Biometrics as Dependent Variables	
READINGS for the week	<ul style="list-style-type: none"> Bolls, P. D., Weber, R., Lang, A., & Potter, R. F. (2020). Media psychophysiology and neuroscience: Bringing brain science into media processes and effects research. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.) <i>Media effects</i> (pp. 195-210). Routledge
LECTURES	<p>All lectures are asynchronous this week:</p> <ul style="list-style-type: none"> What are Biometrics? Biometrics in Media Psychology History Assumptions of Biometric Measures Intro to Eye Tracking
READING for Assignment	<ul style="list-style-type: none"> Rodero, E., & Potter, R. F. (2021). Do not sound like an announcer. The emphasis strategy in commercials. <i>Psychology & Marketing</i>, 38, 1417-1425. https://doi.org/10.1002/mar.21525
ASSIGNMENTS Due 11:59 pm Oct. 26	<ul style="list-style-type: none"> 5M Activity #3: Understanding Experimental & Biometric Methods

<p>WEEK 10 (Oct. 27-Nov. 2)</p> <p>AI Assistance in Media Psychology Research Introduction to Mediation</p>	
READINGS for Tuesday	<ul style="list-style-type: none"> Coronel, J. C., Sweitzer, M., Bonus, J. A., Dore, R., & Lerner, B. (2025). Fusing theory-guided machine learning and bio-sensing: considering time in how children learn science from dynamic multimedia. <i>Journal of Communication</i>, https://doi.org/10.1093/joc/jqaf036
LECTURE on Tuesday	<p>Live:</p> <ul style="list-style-type: none"> ML and its application in Coronel et al. (2025) Demonstration of biometric measurement
READINGS for Thursday	<ul style="list-style-type: none"> Hayes (2013) <i>Mediation, Moderation, and Conditional Process Analysis</i>, pps. 3-8 Dillman Carpentier, F. (2017). Priming. In P. Rossler, C.A. Hoffner, and L. van Zoonen (Eds.), <i>The International encyclopedia of media effects</i> (pp. 1595-1607). John Wiley & Sons, Inc. DOI: 10.1002/9781118783764.wbieme0050.
LECTURE on Thursday	<p>Online:</p> <ul style="list-style-type: none"> Introduction to Mediation Hypotheses Media Psychology Theory 202: Priming Theory Exam 2 Study Guide
ASSIGNMENTS Due 11:59 pm Nov. 2	<ul style="list-style-type: none"> Quiz 3

<p>WEEK 11 (Nov. 3-9)</p> <p>More on Mediator Variables</p>	
READINGS for Tuesday	<ul style="list-style-type: none"> Adachi, P. J. C., Hodson, G., Willoughby, T., Black, C., & Ha, A. (2016). From outgroups to allied forces: Effects of intergroup cooperation in violent and nonviolent video games on boosting favorable outgroup attitudes. <i>Journal of Experimental Psychology: General</i>, 145(3), 259-265.
LECTURE on Tuesday	<p>Live:</p> <ul style="list-style-type: none"> Media Psychology Theory 202: Social Identify Theory Review for Exam 2
Live Study Session On Thursday	<p>On Zoom:</p> <ul style="list-style-type: none"> 2:20-3:40pm Dr. Potter will send link in CarmenCanvas that morning
READING for Assignment	<ul style="list-style-type: none"> Saleem, M., Prot, S., Anderson, C. A., & Lemieux, A. F. (2017). Exposure to Muslims in media and support for policies harming Muslims. <i>Communication Research</i>, 44(6), 841-869.
ASSIGNMENTS Due 11:59 pm Nov. 9	<ul style="list-style-type: none"> 5M Activity #4: Multiple Methods and Mediators

<p>WEEK 12 (Nov. 10-16)</p> <p>Veterans Day and Exam 2</p>	
READINGS for Week	<ul style="list-style-type: none"> • None
LECTURES	No Live Meeting Tuesday Due to Veterans Day
EXAM on Thursday	<p>Online:</p> <ul style="list-style-type: none"> • Access Exam 2 between 2:20-3:40pm Eastern Time on CarmenCanvas
ASSIGNMENTS Due 11:59 pm Nov. 16	Checkpoint #4: Identifying a Mediator Variable

WEEK 13 (Nov. 17-23) The Importance of Moderator Variables	
READINGS for Tuesday	<ul style="list-style-type: none"> • <i>Mediation, Moderation, and Conditional Process Analysis</i>, pps. 8-18
LECTURE on Tuesday	Live: <ul style="list-style-type: none"> • Intro to Moderation Variables • Interpreting the Results of Moderation Analyses
LECTURE on Thursday	Online: <ul style="list-style-type: none"> • Media Psychology Theory 202: Social Comparison Theory • Kleemans et al. (2018), an example of moderation analysis • Planning for the rest of the semester
READINGS for Assignments	<ul style="list-style-type: none"> • Kleemans, M., Daalmans, S., Carbaat, I., & Anschutz, A. (2018). Picture perfect: The direct effect of manipulated Instagram photos on body image in adolescent girls. <i>Media Psychology</i>, 21(1), 93-110.
ASSIGNMENTS Due 11:59 pm Nov. 23	<ul style="list-style-type: none"> • 5M Activity #5: Understanding Moderators • Checkpoint #5: Identifying a Moderator Variable

Break Week (Nov. 24-30) Thanksgiving Break

WEEK 14 (Dec. 1-7) When Scholars Disagree: Meta-Analyses of Social Media Effects	
READINGS for the week	<ul style="list-style-type: none"> Huang, C. (2017). Time spent on social network sites and psychological well-being: A meta-analysis. <i>Cyberpsychology, Behavior, and Social Networking</i>, 20(6), 346-354. Rains, S. A., Levine, T. R., & Weber, R. (2018). Sixty years of quantitative communication research summarized: lessons from 149 meta-analyses. <i>Annals of the International Communication Association</i>, 42(2), 105–124.
LECTURES	<p>All lectures are asynchronous this week:</p> <ul style="list-style-type: none"> The Basics of Meta-Analysis Review of Huang (2017) Introducing Checkpoint 5
READINGS for Assignments	<ul style="list-style-type: none"> Greitemeyer, T., & Mügge, D. O. (2014). Video Games Do Affect Social Outcomes: A Meta-Analytic Review of the Effects of Violent and Prosocial Video Game Play. <i>Personality and Social Psychology Bulletin</i>, 40(5), 578–589. https://doi.org/10.1177/0146167213520459
ASSIGNMENTS Due 11:59 pm Dec. 14	<ul style="list-style-type: none"> 5M Activity #6: Understanding Meta-Analysis Quiz 4 Research Synthesis #2

Finals Week (Dec. 8-12)	
ASSIGNMENT	<ul style="list-style-type: none"> Cumulative Final Exam <ul style="list-style-type: none"> The final exam period for Comm 3440 this term is: <ul style="list-style-type: none"> Friday December 12 from 4:00pm-5:45pm Eastern Time That is the only window in which you may access the final

Tentative nature of this syllabus. Events that transpire over the semester may require the modification of this syllabus and/or schedule. Modifications will be announced via CarmenCanvas. It is the student's responsibility to remain up to date on modifications and be aware of current policies, deadlines, etc.

By staying enrolled in this class, the student agrees to abide by the policies described in the syllabus.

