

SYLLABUS: COMM 3440

MASS COMMUNICATION & SOCIETY

SCHOOL OF COMMUNICATION; SPRING 2026

Instructor: Amy Nathanson

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Office hours: Fridays, 1:00 pm – 3:00 pm, via Carmen Zoom

<https://osu.zoom.us/j/93050126451?pwd=TT4TALNcEbGPano7EMWSFTHKQhD2If.1>

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<https://osu.zoom.us/j/97811351874?pwd=KikLmvVY0j7vwbuW5KwGrvj0iCj7IN.1>

Course description

This course will be delivered 100% online. This course analyzes the uses and effects of mass media. In the beginning of this course, we will consider how we use the media to fulfill certain psychological or social needs. In the second half of the course, we will explore how the media affect us and society. Students will be encouraged to conceptualize media effects from the audience-centered approach developed in the earlier part of the course.

Course objectives

- To gain knowledge of mass communication: Knowledge of media use; Awareness of diversity of media messages, and of media use responses, Awareness of possible negative effects of media; Acquire knowledge on theories about mass communication; Acquire knowledge on research on mass communication effects.
- To engage in abstract thinking and theory application: Apply theoretical concepts to real-world media content; Connecting abstract information to real world situations, researching real world situations; Derive decisions from theoretical frameworks.
- To practice critical thinking and writing skills: Applying definitions of mass communication to reflect on differences between types of mediated communication; Encourage critical media consumption (media literacy), reflect on your own media use and implications for behavior;

Thinking critically about how media may influence others and society at large; Exercise writing and critical thinking skills.

Mode of delivery

This course is 100% online.

- **This course is fully asynchronous**, meaning that students are never required to log in at any particular day or time. **Assignments will be posted by the week so that all students will be engaged in the same material at the same time.** This means that you can only work ahead within a particular week (e.g., you cannot begin to work on Week 2 until we have completed Week 1). All of the assignments can be found in the weekly modules provided on the Canvas page for this course.

How this course works

- Students should log in to the Canvas site for this course and follow the weekly modules that are provided.
- Weekly modules will provide all of the information that students need to complete their work for the week.
- Weekly assignments may include readings, lectures (a link will be provided), discussion posts, responses to discussion posts, quizzes, and written assignments.

Course materials

Required

The textbook and/or courseware for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks eText Library on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to access your textbook(s).

The textbook is: F. W. Sanborn (2023). *A cognitive psychology of mass communication* (8th edition). New York: Routledge, ISBN 9780367713553

Unless you choose to opt-out of the program, you do NOT need to purchase any additional materials for this course at the bookstore. You can access your textbook(s) from the CarmenBooks links in both the global CarmenCanvas menu and the navigation menu for this course.

For more information on the CarmenBooks program, please visit the CarmenBooks website.

If you wish to opt out, you will see a button to do so when you launch the materials on your CarmenBooks shelf. You have until the second Friday of any session to opt-out, but the course materials are required and you will have to purchase them independently if you do so.

If you rely on assistive technology or need an accessibility accommodation for the digital materials provided via CarmenBooks, please contact the Alternative Media team in Student Life Disability Services at slds-altmedia@osu.edu.

Additional readings are provided via hyperlink in the weekly Carmen modules.

Grading

Following are the percentages for each assignment:

Assessments	Percentage
Reflection Papers	50%
Quizzes	30%
Discussion Posts & Responses	15%
End-of-Semester Paper	5%
TOTAL	100%

Assignments

Online discussions (posting and responding)

There are three main goals of our online discussions. First, because this is an online course, we want to build a sense of community within our virtual classroom. We can accomplish this by communicating with one another. We can use the online discussion board to get to know each other, share ideas, ask questions, and provide feedback. Second, it's a good idea to practice our interpersonal communication skills (even if this communication occurs online). Third, we can use the online discussion board as a place to "play around with" the ideas you are learning about in the course. As a result, we will engage in regular online discussions to accomplish these three goals.

The required length of each post will range from a few sentences to a paragraph (more specific details will be provided with each assignment).

It is vital that we maintain a friendly and civil tone in these discussion boards, just as we would expect if we were communicating face-to-face.

In addition, you will be required to respond to the posts of your classmates.

Your lowest discussion board score will be dropped from your final grade.

Discussion posts and responses are due by the Saturday of the week they are assigned by 11:59 PM EST.

Quizzes

There will be weekly quizzes that will assess your mastery of the material assigned for that week. Quizzes will assess mastery of the material in the required readings and videos for that week. Quizzes will be between 5 and 10 questions in length and will consist of multiple choice and true/false questions. Quizzes are available in the weekly modules and will be submitted on Carmen. Quizzes are available during the week in which the content is covered. You are permitted to use your notes for the quizzes; however, the quizzes will be timed. As a result, there will not be a lot of time to flip through your notes to arrive at the correct answer. Make sure you review the readings and the video lecture before taking the quiz in order to achieve your best score.

Your lowest quiz score will be dropped from your final grade.

All quizzes are due on the Saturday of the week that they are assigned by 11:59 PM EST.

Short Papers

Reflection Papers: There will be 9 written reflection assignments. The purpose of these assignments will be to allow you to reflect on the material you have learned that week and apply the material to real-world settings. Most written assignments will be about 1-2 pages in length (typed, double spaced). All written assignments are due on the Saturday of the week that they are assigned by 11:59 PM EST. Written work will be evaluated based on the degree to which students thoughtfully and thoroughly engage with the material and to the degree to which they are accurately describing and applying the material. Each written response is worth a total of 5 points.

Your lowest reflection paper score will be dropped from your final grade.

End-of-Semester Paper: At the end of the semester, each student should submit a final reflection paper. The expected length of this paper is 2 pages (typed and double-spaced). This paper is worth 5 points.

Late assignments

Late work will not be accepted except in rare and documentable circumstances. Because this is an online asynchronous course, you have a full week to complete all assignments in the weekly modules. You should plan ahead to make sure that all assignments are completed by the deadline. Being ill, attending to family matters, or being out of town does not count as a valid excuse for not completing the assignments.

Try to complete your work earlier in the week to avoid having illness, unexpected travel, or other circumstances affect your ability to submit your work on time.

Your lowest quiz score, discussion board score, and reflection paper score will be dropped from your final grade. As a result, if you miss one assignment, this will not negatively impact your grade. This should provide you with some cushion in the event that you are not able to complete your work at some point in the semester.

Grading scale

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

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

Attendance, participation, and discussions

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 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.

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**

There will be recorded lectures for you to view each week. You can find these lectures in the weekly modules posted on our Canvas page.

- **Short papers:**

Reflection paper assignments can be found in the weekly modules posted on our Canvas page. These papers require you to reflect on, engage with, and/or apply the material we have learned during that week. Each assignment should be typed, doubled-spaced, and about 1-2 pages in length.

- **Discussion posting and responding**

Students should expect to regularly participate in the online discussion board by making posts and responding to classmates' posts. The prompts for these posts and responses can be found in the weekly modules posted on our Canvas page. The length of these posts can range between a few sentences to a paragraph. More specifics are provided in the weekly modules.

Feedback and response time

I am providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For the weekly reflections and required discussion board, you can generally expect feedback within **7-10 days**.

E-mail

The TA and I will reply to e-mails within **24 hours on school days**.

Appointments with the Instructor or TA

We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the “Ask the instructor” discussion board. Appointments with either the professor or the TA will be conducted digitally via Carmen Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.

- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **Carmen Zoom:**
 - Appointments will be held through Ohio State's conferencing platform, Carmen Zoom.

- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA.
- [Carmen Zoom](#) help guide
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products [free of charge](#). To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

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

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

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

Diversity

The 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>)

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of

diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COVID-19 and Illness and Absence Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Absence due to religious reasons

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](#))

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

The Committee on Academic Misconduct (COAM) recommends that every faculty member, instructor, and graduate teaching associate who is teaching a course prepare and distribute (or make available) to all students a course syllabus that contains a statement concerning "academic misconduct" or "academic integrity". The Ohio State University does not have a standardized statement on academic misconduct that instructors can use in their syllabi. Thus, COAM has prepared the following statement, which course instructors are free to use (with or without modification) for their syllabi:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State

University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

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.

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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let 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; 614-292-3307; or slds.osu.edu.

Course schedule

A list of all of the required readings (beyond the textbook) can be found at the end of the syllabus

Week and Dates	Week Overview	Assignments

1 1/12-1/17	<p>Welcome and Introduction</p> <p><i>Watch</i> Professor and TA welcome videos (2 separate videos) in the Carmen module</p> <p><i>Watch</i> “Intro to Communication 3440” video in the Carmen module</p>	<p>Quiz #1 Syllabus (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #1 (post and response due Saturday 11:59 p.m. EST)</p>
2 1/18-1/24	<p>Mass Communication & Society</p> <p><i>Read</i> Textbook: Ch. 1 & Ch 2</p> <p><i>Watch</i> lecture video on mass communication and society in the Carmen module</p> <p><i>Watch</i> video “How DOES Media Tell You What To Think?” in the Carmen module</p>	<p>Quiz #2 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #1 (due Saturday 11:59 p.m. EST)</p>
3 1/25-1/31	<p>The Uses and Gratifications of Mass Media</p> <p><i>Read</i> Textbook: Ch. 3</p> <p><i>Read</i> article on social comparison and envy</p> <p><i>Read</i> article on uses and gratifications in the 21st century</p> <p><i>Read</i> Nielsen report</p> <p><i>Watch</i> lecture video on the uses and gratifications of mass media in the Carmen module</p>	<p>Quiz #3 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #2 (post and response due Saturday 11:59 p.m. EST)</p>
4	<p>Mood Management & Selective Exposure</p> <p><i>Read</i> article on mood management by MB</p>	<p>Quiz #4 (due Saturday 11:59 p.m. EST)</p>

2/1-2/7	<p>Oliver</p> <p><i>Read</i> article on mood management by Dillman Carpentier</p> <p><i>Watch</i> lecture video on mood management and selective exposure in the Carmen module</p>	<p>Discussion Board #3 (post and response due Saturday 11:59 p.m. EST)</p>
5 2/8-2/14	<p>Media Violence</p> <p><i>Read</i> Textbook Ch. 9</p> <p><i>Read</i> article on relational aggression</p> <p><i>Watch</i> lecture video on mass communication in the Carmen module</p> <p><i>Watch</i> video “But Wait: Do We Really Consume Media?”</p>	<p>Quiz #5 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #2 (due Saturday 11:59 p.m. EST)</p>
6 2/15-2/21	<p>Advertising</p> <p><i>Read</i> Textbook Ch. 6</p> <p><i>Read</i> article on green advertising</p> <p><i>Read</i> article on the Covid-19 pandemic and materialism</p> <p><i>Read</i> article on influencers and parasocial relationships</p> <p><i>Watch</i> lecture video on advertising in the Carmen module</p>	<p>Quiz #6 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #3 (due Saturday 11:59 p.m. EST)</p>
7	<p>Stereotypes</p> <p><i>Read</i> Textbook: Ch. 5</p> <p><i>Read</i> article on “The New Aladdin...”</p>	<p>Quiz #7 (due Saturday 11:59 p.m. EST)</p>

2/22-2/28	<p><i>Watch</i> lecture video on stereotypes in the Carmen module</p>	<p>Reflection #4 (due Saturday 11:59 p.m. EST)</p>
8 3/1-3/7	<p>Emotions, Sports, & Music</p> <p><i>Read</i> Textbook: Chapter 4</p> <p><i>Read</i> article “ESPN to Instagram LIVE...”</p> <p><i>Read</i> article on sports and media (snapchat)</p> <p><i>Read</i> article on Nielsen US Audio Listening Trends</p> <p><i>Watch</i> lecture video on sports and music in the Carmen module</p>	<p>Quiz #8 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #4 (post and response due Saturday 11:59 p.m. EST)</p>
9 3/8-3/14	<p>Sex & Media</p> <p><i>Read</i> Textbook: Ch. 10</p> <p><i>Read</i> article on sexual media use and effects</p> <p><i>Read</i> article on sexualized Instagram and body image</p> <p><i>Watch</i> lecture video on sex and media in the Carmen module</p>	<p>Quiz #9 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #5 (due Saturday 11:59 p.m. EST)</p>
10 3/15-3/21	<p>No readings or videos</p>	<p>No assignments</p>

SPRING BREAK		
11 3/22-3/28	<p>Prosocial Media</p> <p><i>Read</i> Textbook: Ch. 11</p> <p><i>Read</i> article on eudaimonic media</p> <p><i>Watch</i> lecture video on prosocial media in the Carmen module</p>	<p>Quiz #10 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #6 (due Saturday 11:59 p.m. EST)</p>
12 3/29-4/4	<p>Responding to Media</p> <p><i>Read</i> article on problematic media use during the Covid-19 pandemic</p> <p><i>Read</i> article on guide to media literacy</p> <p><i>Watch</i> lecture video on responding to media in the Carmen module</p> <p><i>Watch</i> video on media literacy in the Carmen module</p>	<p>Quiz #11 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #7 (due Saturday 11:59 p.m. EST)</p>
13 4/5-4/11	<p>Applying our Knowledge of Mass Media & Society</p> <p><i>Watch</i> lecture video on applying our knowledge in the Carmen module</p>	<p>Discussion Board #5 (post and response due Saturday 11:59 p.m. EST)</p> <p>Reflection #8 (due Saturday 11:59 p.m. EST)</p>
14 4/12-4/18	<p>Case Study: The Effects of Media on Language</p> <p><i>Watch</i> video from BBC World Service in the Carmen module</p>	<p>Discussion Board #6 (post and response due Saturday 11:59 p.m. EST)</p> <p>Reflection #9 (due Saturday 11:59 p.m. EST)</p>

15 4/19-4/25	End-of-Course Integration <i>Review</i> notes and readings <i>Watch</i> course integration video in the Carmen module	End-of-Semester Paper (due Saturday 11:59 p.m. EST)

Rubrics

All Short Papers (Reflection Papers and End-of-Semester Paper)

The primary aim of these assignments is to get you thinking about the topics for the week. This thinking will involve reflecting on the material and applying it to real-world settings. In addition, these assignments allow you to demonstrate your comprehension of the concepts that were taught during the week. It is important that you demonstrate that you are thoughtfully engaging with the material.

These assignments will be worth 5 points each and will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), and overall effort (i.e., how much thought went into answering the questions). Points may be deducted for excessive typos, incomplete sentences, or other mistakes that proofreading would have prevented.

5 points: All questions are answered entirely. Answers are thoughtful, on-topic, and demonstrate deep engagement with and comprehension of the material. The reflection paper has separate introduction, body, and conclusion paragraphs. The paper is free of typos and other errors that can be caught with proofreading.

4 points: All questions are answered entirely. Although all answers are on-topic, some lack deep consideration of the material, or they miss the overall intent of the questions, or they suggest a small amount of confusion about the material.

3 points: All questions are answered entirely, but responses are relatively off-topic, or they lacked engagement with the material, or they suggest a moderate amount of confusion about the material.

2 points: All questions are answered, but they might not have been addressed entirely. Responses that were provided were off topic, tangential, lacked engagement with the material, or suggest a substantial amount of confusion about the material.

1 point: Some questions were unanswered, or it is clear that the student did not attempt to engage with the material in a thoughtful manner.

0 points: Assignment was incomplete or late.

Discussion Posts and Responses

The primary aims of the discussion posts and responses are to maintain a sense of community within our online environment, to provide a friendly and supportive environment for students to share ideas, and to apply the course material to our everyday lives.

Discussion posts are worth 2 points and discussion responses are worth 2 points (4 points total for both the post and the response in a given week). Posts and responses will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), overall effort (i.e., how much thought went into answering the questions) and level of tone and civility (i.e., whether tone was positive, supportive, and encouraging).

Discussion Posts: 2 points total

2 points: Thoughtful and well-written contribution with good insights and basis in class material.

1 point: Satisfactory contribution; may have not answered all of the questions; may have errors either in content mastery or spelling and grammar.

0 points: Missing or late post; or a post with minimal contributions.

Discussion Responses: 2 points total

2 points: Actively and positively supports classmates with relevant response; response encourages conversation

1 point: Appropriate tone, but response does not substantially enhance the discussion; may not have answered all of the questions; may have errors in either content mastery or spelling and grammar.

0 points: Missing or late response; or response was given but tone is not positive or encouraging or response was off-topic.

List of Additional Required Readings

Abolhasani, M, Liu, G., & Golrokhi, Z. (2022). Greenwashing: How ads get you to think brands are greener than they are – and how to avoid falling for it. *The Conversation*: <https://theconversation.com/greenwashing-how-ads-get-you-to-think-brands-are-greener-than-they-are-and-how-to-avoid-falling-for-it-183169>

Alsultany, E. (2019). How the new “Aladdin” stacks up against a century of Hollywood stereotyping. *The Conversation*: <https://theconversation.com/how-the-new-aladdin-stacks-up-against-a-century-of-hollywood-stereotyping-115608>

Andres, O. M. (2022). COVID may have made us less materialistic – new research. *The Conversation*: <https://theconversation.com/covid-may-have-made-us-less-materialistic-new-research-175890>

Barnes, R. (2022). Playing on good feelings: When ‘eudaimonic’ social media goes bad. *The Conversation*: <https://theconversation.com/playing-on-good-feelings-when-eudaimonic-social-media-goes-bad-187074>

Billings, A. C., Qiao, F., Conlin, L., & Nie, T. (2017). Permanently desiring the temporary? Snapchat, social media, and the shifting motivations of sports fans. *Communication & Sport*, 5(1), 10-26.

Breves, P., Liebers, N., Motschenbacher, B., & Reus, L. (2021). Reducing resistance: the impact of nonfollowers’ and followers’ parasocial relationships with social media influencers on persuasive resistance and advertising effectiveness. *Human Communication Research*, 47(4), 418-443.

Carpentier, F. R. (2020). Mood management. *The international encyclopedia of media psychology*, 1-8.

Coyne, S. M. (2016). Effects of viewing relational aggression on television on aggressive behavior in adolescents: A three-year longitudinal study. *Developmental psychology, 52*(2), 284.

Feder, L. (2020). From ESPN to Instagram LIVE: The evolution of fan–athlete interaction amid the Coronavirus. *International Journal of Sport Communication, 13*(3), 458–464.

Kroshus, E., Tandon, P. S., Zhou, C., Johnson, A. M., Steiner, M. K., & Christakis, D. A. (2022). Problematic child media use during the COVID-19 pandemic. *Pediatrics, 150*(3), e2021055190.

Meier, A., & Johnson, B. K. (2020). Social comparison and envy on social media: A critical review. *Current Opinion in Psychology, 45*, 101302.

National Association for Media Literacy Education (2022). *Building health relationships with media: A parent's guide to media literacy*. <https://www.trendmicro.com/internet-safety/wp-content/uploads/resources/NAMLE-Parents-Guide-to-Media-Literacy-2022.pdf>

Nielsen (2022). *Streaming claims largest piece of TV viewing pie in July*. <https://www.nielsen.com/insights/2022/streaming-claims-largest-piece-of-tv-viewing-pie-in-july/>

Nielsen Music (2019). *Mid-year report, U.S. 2019*. <https://www.nielsen.com/wp-content/uploads/sites/2/2019/06/nielsen-us-music-mid-year-report-2019.pdf>

Oliver, M. B. (2003). Mood management and selective exposure. In J. Bryant, D. Roskos-Ewoldsen, & J. Cantor (Eds.), *Communication and emotion: Essays in honor of Dolf Zillmann* (pp. 85–106). Lawrence Erlbaum Associates Publishers.

Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass communication & society, 3*(1), 3-37.

Skowronski, M., Busching, R., & Krahé, B. (2022). Links between exposure to sexualized Instagram images and body image concerns in girls and boys. *Journal of Media Psychology: Theories, Methods, and Applications, 34*(1), 55.

Think Tank for Inclusion and Equity: Behind the scenes: The state of inclusion and equity in TV writing (2021). Geena Davis Institute.

van Oosten, J. M., Peter, J., & Vandenbosch, L. (2017). Adolescents' sexual media use and willingness to engage in casual sex: differential relations and underlying processes. *Human Communication Research*, 43(1), 127-147.