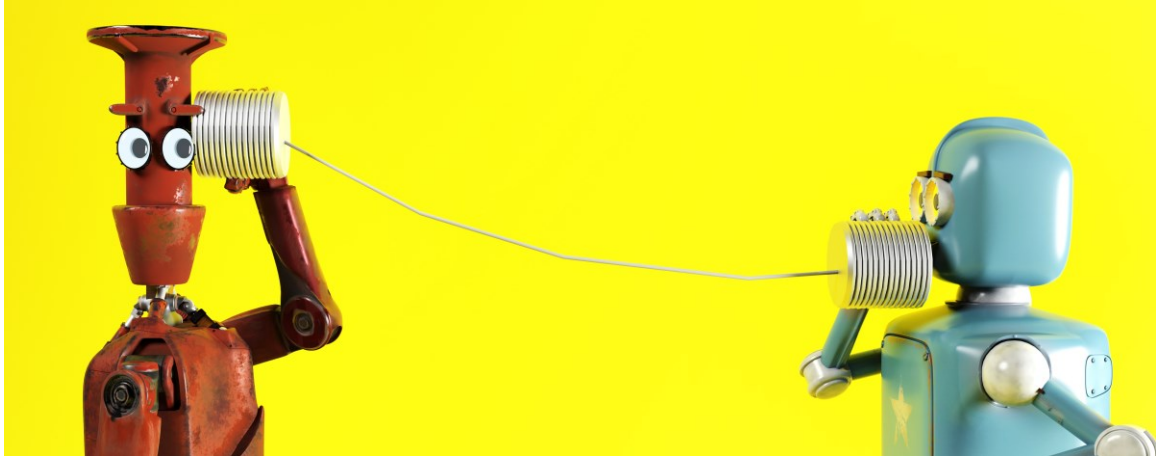


COMM2540: INTRODUCTION TO COMMUNICATION TECHNOLOGY (OL)

School of Communication | Spring 2026 | Section 17893



INSTRUCTORS

PROFESSOR: DR. TERESA LYNCH (SHE/HER)

E-mail: lynch.659@osu.edu

Digital Office: Carmen Zoom Room

Office Hours (online only): TBA and by appointment (email to request and send 2-3 times you are available)

GRADUATE TEACHING ASSISTANT: JINGWEI LIU (SHE/HER)

E-mail: liu.7369@buckeyemail.osu.edu

Digital Office: Carmen Zoom Room

Office Hours (online only): By appointment (email to request and send 2-3 times you are available)

COURSE DESCRIPTION & GOALS

This course is an introduction to major communication technologies and how people interact with and use them. Over the semester, we will discuss a range of older, contemporary, and emerging media. We will be considering and discussing the varying impact communication technologies have had on society, relationships, and individuals.

- Students will learn about the characteristics, functionality, and usage of communication technologies; a focus will be placed on identifying the unique properties of new communication technologies.

- Students will increase their knowledge of communication technology adoption and policy making.
- Students will increase their knowledge of the societal implications of traditional, new, and emerging communication technologies. Content will focus on historic, political, economic, relational, and psychological effects.
- Students will apply existing theory and research findings to better understand (1) their own use of communication technology, and (2) the possible effects of their technology usage.

COURSE FORMAT

This course is an online course, which means that students will access 100% of the class material, activities, and assessments online via the Internet asynchronously. Although some synchronous sessions may occur, attendance in those sessions they will never be required. No in-person meetings will take place. At the start of each week, all course content will be released via Module. The professor will provide a welcome video for the week that will include information about the week's content, updates about the course, and reminders for material that is due in the upcoming week.

REQUIRED MATERIALS

Carr, C. T. (2026). *Computer-mediated communication: A theoretical and practical introduction to online human communication. 2nd edition*. Bloomsbury USA. (ISBN: 978-1-5381-8647-3)

Note: You may purchase an electronic version of the text directly from the publisher by visiting [this link](#) or rent the electronic version of the text from VitalSource at a lower cost by visiting [this link](#). Some studies have reported issues with the electronic versions of the text (see the discussion boards for more details), so if you have a concern about this you may prefer to purchase the physical text.

I will provide other required media content, materials, and readings via Carmen throughout the semester.

WHAT TO EXPECT AND TIPS FOR SUCCESS

This course serves as an introduction to better understanding our information rich world – one that increasingly demands knowledge and skills in effectively engaging with communication technology. I find this class fun to teach and I hope you will find the content meaningful. That said, I maintain high standards for my instruction and request the same of my students. I expect that you are here to learn, meaning that you will take responsibility for your educational experience in the course. Accordingly, I want to provide some tips that should set you up for success in this class, but know I am available to support you in achieving success.

WORK AMOUNT

This is a 3-credit course, which according to [information on the registrar's website](#) corresponds to 9 total hours of class + outside study time each week. Typically, in person classes meet 3 hours per week and then require 6 more hours of independent work outside of class. In this online, asynchronous class, all 9 hours require self-guided instruction broken down approximately this way each week: 1.5 hours lecture videos + 1 hour for assignments + .5 hour for quizzes + 4 hours for supporting materials (readings, videos, etc.) + 2 hours studying/re-reviewing material. Every student will move through material at their own pace. If you feel you are spending far more than 9 hours with materials every week, please make an appointment to discuss your approach to the class with the instructors.

WEEKLY STRUCTURE

Each week on Monday mornings, a Module will open containing new prerecorded lectures, readings, and assignments. Assignments will generally be due at 11:59 P.M. each following Sunday.

The module section of our Carmen site will tell you exactly what you have to do and submit for any given week.

PLANNING YOUR WEEK

In online classes, it is especially important that you maintain a high level of attention to deadlines and hold yourself accountable to the course schedule. I strongly recommend that you use a digital or physical calendar or planner, but also that you set yourself up with a regular schedule for this class and maintain that schedule throughout the semester. Here is a structure I have recommended to students in the past that they have told me is useful (of course make adjustments as appropriate):

- *Mondays*
 - New module and welcome video (WV) become available in the mornings
 - Watch WV to get a sense of week's materials and topics
 - Open and review materials quiz (note: you can open quizzes and return to them later, they are not timed; make notes of topics or concepts covered in the quizzes so you recognize them in the weekly materials)
- *Tuesday or Wednesday*
 - Watch first lecture video and read/watch the material in the module immediately before the lecture
 - Take notes as you watch the lecture video and answer any quiz questions that you learn the answers to from the lecture or other assigned materials

- *Thursday or Friday*
 - Watch second lecture video and read/watch the remaining material in the module
 - Take notes as you watch the lecture video and answer remaining quiz questions that you learn the answers to from the lecture or other assigned materials
- *Friday, Saturday, or Sunday (or any other day after you've completed the other module materials - reminder that assignments are usually due on Sundays at 11:59pm)*
 - Complete the R&R post or discussion for the week
 - Review and submit the materials quiz
 - Review your notes and organize them in a way that would help you easily navigate them eventually for the exam

THEMES AND TOPICS IN THE COURSE

I strive to highlight the value of course topics by discussing how they matter in cultural, historic, economic, and practical contexts. This means that we will sometimes engage with themes of justice, social equity, and other angles that you may have existing ideas and feelings about. You may find that you don't always agree with my position as I convey it through Welcome Videos or Lecture Videos. Part of what makes a college education enriching is to hear ideas that are different than your own and learn how to position and support your thinking in relation to those differences using logic, critical thinking, and evidence. I expect that we will agree on far more points than disagree, but I invite my students of all backgrounds and perspectives to engage with me in conversation during one on one meetings. I assure you that your perspective will be a welcome point of conversation. Please stop by. We can learn a great deal by communicating.

DISCUSSION BOARDS

Compared to in-person classes, in online, asynchronous classes there are relatively fewer opportunities to connect with the instructors and your peers for clarifications and exploratory discussion. Accordingly, I have discussion boards that you can use for these purposes.

The first discussion board is the "General Course Questions Discussion Board." This is the board where you should post questions about things that pertains to general course policies, mechanics, or let me know about technical difficulties with modules or videos.

The second set of discussion boards will be specific to assignments. There will be a specific board for quizzes, for the exams, and for the major projects. Please post your questions to the topically appropriate board.

The final set of discussion boards will be for the R&R posts and discussions with your group.

COURSE ASSESSMENTS

MATERIALS QUIZZES

Completing quizzes in Carmen is one way to earn points in the course. The quizzes will be open book/notes and cover material from the textbook and readings. The purpose of the quizzes is to draw your attention to key concepts in the readings and other course materials. Students may use any materials related to the course to complete the quizzes, but they may not collaborate or use AI to complete them. Some of the material on the quizzes may reappear on exams. The quiz description in Carmen will state which material each quiz covers. Students may take quizzes twice and we will keep the highest grade earned.

EXAMS

The professor will administer two non-cumulative exams (see syllabus schedule) each containing some combination of multiple choice, true/false, and matching style questions. The professor has designed the questions to assess your definitional understanding of course content and ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts. More information will be posted related to the exams in Carmen ahead of the dates the exams open.

REACTIONS AND REFLECTIONS (R&RS)

Throughout the semester, students will complete three Reflection & Reaction (R&R) assignments tied to major themes covered in the course. These assignments are designed to help you apply communication technology concepts to real technologies, connect course ideas to your own experiences, and learn from how others interpret and experience the same technologies.

To support deeper thinking and manageable workloads, each R&R assignment is completed across three components over three consecutive weeks:

Part 1: Individual Preparation

Students will respond to a specific prompt provided by the instructor. Because these assignments feed into small-group discussions, all students will complete the same prompt for a given R&R. This individual preparation may require engaging with course materials and/or outside content (e.g., videos, podcasts, articles), providing concrete examples, reflecting on personal experiences, and citing primary or credible secondary sources as appropriate.

Part 2: Small Group Discussion

After completing Part 1, students will participate in a small-group discussion with approximately ten peers who completed the same prompt. These discussions are designed to help you compare perspectives, identify similarities and differences in how communication technologies are experienced or evaluated, and collaboratively examine how course concepts apply across different contexts. Discussion formats and expectations will be provided in Carmen.

Part 3: Post-Discussion Addendum

Following the group discussion, students will submit a brief written addendum reflecting on how the discussion influenced their thinking. This reflection should explicitly reference ideas raised by peers and explain how engaging with others helped clarify, complicate, or refine your understanding of the communication technology and course concepts.

Staggered Submission Structure

To facilitate timely feedback and manageable grading, students will be assigned to groups with staggered due dates for each R&R component. While all students complete the same R&R assignments over the semester, different groups will submit Part 1, Part 2, and Part 3 on different weeks. Full schedules and group assignments will be provided in Carmen.

EXTRA CREDIT

Students may earn up to 2.5% of extra credit in the course by participating in 5 credit hours of ongoing research in the School of Communication. A non-research participation alternative is available if you wish to earn extra credit, but do not wish to participate in or are ineligible to participate in research studies. You must complete all participation or request alternatives from the CREP coordinator by 9:00pm on Monday April 20, 2026 to earn credit. Students must complete and submit these alternatives to the C-REP coordinator by Monday April 27, 2026 at 9:00pm. You can find more information about CREP in the [document available here](#), in [this linked video](#), or by visiting the [CREP Answer Bot](#) to learn more.

GRADING

The grade for this course is based on 18 assignments: 2 exams, 13 materials quizzes, and 3 reflection and reactions (each with Parts 1, 2, and 3), and an option opportunity to earn extra credit.

Assignment Type	Number of Type	Earned Points Possible Each	Total Percentage of Final Grade
Exams	2	20	40%
Materials Quizzes	13	1.15	15%
R&R Part 1	3	45	45%
CREP Extra Credit	Up to 5 credits	Partial credit allowed	2.5%
TOTAL	--	--	102.5%

To calculate your percentage grade on any item, simply divide the number of points you earned by the points possible. Below are the point ranges for each corresponding course letter grade determined by OSU standards. **I will not round grades – please do not ask.**

Letter Grade	Point Range
A	93.00-100%
A-	90.00-92.99%
B+	87.00-89.99%
B	83.00-86.99%
B-	80.00-82.99%
C+	77.00-79.99%
C	73.00-76.99%
C-	70.00-72.99%
D	60.00-66.99%
D+	67.00-69.99%
E	0-59.99%

COURSE POLICIES

COMMUNICATION AND INFORMATION AVAILABILITY POLICY

Because of the size of our class and its online nature, the communication policies serve to facilitate timeliness, collaboration, and simplicity. Following the policy will help keep communication efficient and avoid delays or us missing your messages altogether.

- Messages to the instructors should come through your OSU email rather than Carmen messenger
- Use your OSU Buckeyemail email address, not a personal email address
- Be proactive in sending questions and requests. We aim to respond to email and posts promptly, but your instructors do not necessarily keep the same working hours as you. It is a good idea to email by Friday mornings ahead of Sunday deadlines.
- Emails should include (at minimum):
 - A salutation (Hi Prof. Lynch! or Dear Dr. Lynch are apt examples)
 - The course name (i.e., COMM2540) in the subject line
 - The content of the message
 - Your name and a closing

Because this is an online class, quick questions regarding the course cannot take place in person. Thus, to get information about the course efficiently and quickly, please seek information using the following prioritized system:

- Primary sources for information:
 - Course modules, syllabus, and discussion boards available in Carmen.
 - Please post general questions and look for answers on the discussion board before sending an email.
- Second source for information:
 - Course Graduate TA: Jingwei Liu; Jingwei is available by email and scheduled one-on-one Zoom appointments to support your experience in this class in all matters
 - Examples of common questions for a TA
 - How do I access and view course materials?
 - How do I approach taking notes when watching lectures?
 - What should I do to have my SLDS accommodations needs met?
 - How can I improve my performance on quizzes?
- Third source for information:
 - Course Professor: Dr. Teresa Lynch; Dr. Lynch is available by email and scheduled one-on-one Zoom appointments to support your experience in this class
 - Examples of discussion topics with Dr. Lynch
 - Clarifying lecture or reading information
 - Connecting lecture or reading materials to assessments including projects
 - Considering how your personal experiences with communication technologies match (or don't match) what we're learning in class

DEADLINES

All deadlines are in Eastern Time (ET).

LANGUAGE

All assignments must be submitted in written or spoken English. Assignments submitted in other languages will be considered as missing.

LATE WORK

Students may submit all assignments late with a penalty calculated automatically via Carmen's submission system. Submitting work 1 second after the deadline yields a -2% point penalty for the submission. For each additional hour after the deadline, you lose an additional -2% off the submission. Aim to submit work well ahead of the deadline to avoid late penalties.

If you are sick or have another reason you think you will submit your individual assignments late, you may always email to request an extension in advance of the deadline. Requests for

extensions that come in advance of deadlines are generally always accepted, but requests that come after deadlines are considered on a case-by-case basis.

If technical issues prevent you from submitting your work, you may email your submission to the TA. Standard late penalties apply if work is submitted directly to the TA late.

UNENROLLMENT

OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

PROFESSIONALISM

You must ensure that the work you submit is correct. Submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check on the integrity of your work immediately following submission. We will not inform you if your work fails to meet these standards. If we cannot view your work, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

I will not tolerate disruptions to my online classroom including threatening behavior or inappropriate language/derogatory speech. I expect that all students in this course will maintain civility, professionalism, and decorum while in our online interactions. Remember that sarcasm does not always come across as such online. I reserve the right to dismiss any student who is non-compliant with this policy. Additionally, I reserve the right to report disruptive students to the Dean of Students and/or University Police.

TECHNOLOGY

Students must use technology in this class because this is an online delivered course. It is students' responsibility to keep their instructors updated and aware of the nature of any issues related to technology access (i.e., technological disruption, breakdown, etc.). Students must regularly check their OSU email account, the Carmen course page for information, materials, updates, and to participate in group discussions. Students must maintain access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, and speakers/headphones throughout the course of the semester. The instructor will link lectures through the Carmen modules for each week.

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://it.osu.edu/help>, and support for urgent issues is available 24x7.

Technical failure does not constitute an excuse for submitting work late. This rule is more important with online courses. You are, per course requirements, obligated to have regular

access to a working computer/laptop and high-speed internet access. It is your responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer will be permitted as these are outside of your control. You can view the status of OSU's systems on this page. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will the instructor make an accommodation. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements (e.g., a computer lab). You should email the course TA when this is not possible.

Instructors hold office hours through Ohio State's conferencing platform, Carmen Zoom. Each instructor's digital meeting room can be accessed during posted office hours at the top of the syllabus. 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 in the virtual office hours room. A guide to accessing Carmen Zoom is [available online here](#) and students can access support for [Carmen Zoom here](#).

The instructors prefer that students be on camera during meetings. However, if you do not feel comfortable appearing on camera for any reason, this is acceptable. In such instances, the instructor may also opt to turn off their camera.

ACADEMIC INTEGRITY POLICY

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 other person or technology 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 the professor.

Falsifying research or results

All the work 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 by generating false data or other information.

Use of Artificial Intelligence (AI)

You may use AI to help you understand topics, but not to replace your writing. If you use AI to inform your writing you must cite it like any other source, even if you merely paraphrase. Please

remember that AI hallucinates (i.e., it makes up content and sources), it references message boards and social media for answers, and anything you submit becomes owned by the company running the AI software. Given this, and because OSU considers the misuse of AI as academic misconduct, I encourage you to use it wisely. As a final thing to consider, the more we use AI, the more pervasive and powerful it becomes. It may not seem problematic to use AI to speed up academic work, but it can make your instructors' job of evaluating your work difficult. Just imagine the opposite scenario: the professor who grades you using AI, the university who admits students using AI, or the employer who uses AI to decide whose resume to select. It can feel unfair and dehumanizing. Again, the more we use it, the more these scenarios become certainties. Tread carefully.

GRADE APPEALS

You may initiate a grade appeal within 1 week after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade. To initiate an appeal, please download and submit this form via email to your TA.

COURSE FLEXIBILITY AGREEMENT

If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course flexibility agreement (CFA) with Dr. Lynch. You must let Dr. Lynch know of your situation as soon as practical when you become aware of the need for flexibility (either the day you learn of the need or the next workday). If you qualify for the CFA, we will allow you to make up missed work up to 7 days prior to your CFA request without penalty. Be proactive and let us know as soon as possible if you would like to pursue a CFA. We will not grant this flexibility retroactively beyond 7 days. For example, if you qualify for the CFA in week 2 but request it in week 5, you cannot earn credit for work due in weeks 2 & 3. The CFA is like OSU's Family and Medical Leave (FML; [see here for more information](#)) and the instructor will consider such requests on a case-by-case basis.

FOOD SECURITY

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). [Check the website](#) or call for current hours (614-688-2508).

PEER INTERACTION AND PUBLIC WORK

The structure of this course will incorporate class-wide posting, peer collaboration, and peer interaction. If you are not comfortable with this, I recommend you drop this course as I will not make any alterations to this structure.

TENTATIVE NATURE OF SYLLABUS

This syllabus represents an agreement between the students and the instructor, Dr. Teresa Lynch. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the instructor's modification with notice via Carmen to students.

OSU POLICIES

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

DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let 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 visit slds.osu.edu.

RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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

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.

COURSE SCHEDULE

The schedule below is tentative and subject to change. A log of documented changes will be available in Carmen at the bottom of this page for any adjustments to the schedule.

Refer to the weekly modules for the most up to date material list. All materials, readings, and videos are available via the modules.

TYPICAL WEEKLY STRUCTURE

New modules for each week will open on Monday mornings unless Monday is a university-recognized holiday. Generally, assessments for the week are due on the following Sunday by 11:59PM ET unless noted with *

TABLE 3. COURSE SCHEDULE MATRIX

Week	Date	Theme	Lectures	Materials	Due for Class	Due for Groups 1 - 5	Due for Groups 6 - 10	Due for Groups 11 - 15	Due Date (at 11:59 pm ET)
1	1/12 - 1/18	Communication & Technology	Welcome Video; Lecture 1-1	Syllabus; CMC Ch. 1	Quiz 1	—	—	—	18-Jan
2	1/20 - 1/25 (Note: Monday 1/19 MLK Jr. holiday)	Philosophy & Innovation	Lecture 2-1; Lecture 2-2	CMC Ch. 2 (p. 14 - 22); Internet Declaration ; Globalization video; Language & Meaning video	Quiz 2	R&R1 Part 1	—	—	25-Jan
3	1/26 - 2/1	Diffusion & Access	Lecture 3-1; Lecture 3-2	CMC Ch. 2 (p. 22 - 35); CMC Ch. 13 (p. 271 - 275); Rare video	Quiz 3	R&R1 Part 2	R&R1 Part 1	—	1-Feb
4	2/2 - 2/8	Divides & Consequences	Lecture 4-1; Lecture 4-2	CMC Ch. 7 (p. 122-129); Cerullo; Gonzales et al.	Quiz 4	R&R1 Part 3	R&R1 Part 2	R&R1 Part 1	8-Feb
5	2/9 - 2/15	Governance & Regulation	Lecture 5-1; Lecture 5-2	Spar, Finley; Media Regulation video; CMC Ch. 13 (p. 279 - 285)	Quiz 5	—	R&R1 Part 3	R&R1 Part 2	15-Feb

Week	Date	Theme	Lectures	Materials	Due for Class	Due for Groups 1 - 5	Due for Groups 6 - 10	Due for Groups 11 - 15	Due Date (at 11:59 pm ET)
6	2/16 - 2/22	Theories & Principles I	Lecture 6-1; Lecture 6-2	Chapter 3; NPR article/audiocast; Gambino et al. (2020)	Quiz 6	R&R2 Part 1	—	R&R1 Part 3	22-Feb
7	2/23 - 3/1	Theories & Principles II	Lecture 7-1; Lecture 7-2	CMC Ch. 4; Greene; CMC Chapter 5	Quiz 7	R&R2 Part 2	R&R2 Part 1	—	1-Mar
8	3/2 - 3/8	Alone & Together	Lecture 8-1; Lecture 8-2	CMC Ch. 10 185 - 197; CMC Ch. 11 p. 224 - 233; Quitting social media video; In-Person conversation video; Markowitz; Fake videos video	Quiz 8	R&R2 Part 3	R&R2 Part 2	R&R2 Part 1	8-Mar
9	3/9 - 3/15	Prepare & Succeed		Exam 1	Exam 1	—	R&R2 Part 3	R&R2 Part 2	15-Mar
10	3/16 - 3/22	SPRING BREAK							

Week	Date	Theme	Lectures	Materials	Due for Class	Due for Groups 1 - 5	Due for Groups 6 - 10	Due for Groups 11 - 15	Due Date (at 11:59 pm ET)
11	3/23 - 3/29	Activism & Surveillance	Lecture 11-1; Lecture 11-2	Ch. 11 (p.209 - 224); Connected-Surveillance; FISA video; Nakashima; CMC Ch. 10 (p. 199-208)	Quiz 9	R&R3 Part 1	—	R&R2 Part 3	29-Mar
12	3/30 - 4/5	News & Presentation	Lecture 12-1; Lecture 12-2	CMC Ch. 12; Garrett; Zuiderveen Borgesius et al.	Quiz 10	R&R3 Part 2	R&R3 Part 1	—	5-Apr
13	4/6 - 4/12	Love & Hate	Lecture 13-1; Lecture 13-2	Graham; Selkie; Emerging Technology ; Pew video; CMC Ch. 9 (p. 158 - 173)	Quiz 11	R&R3 Part 3	R&R3 Part 2	R&R3 Part 1	12-Apr
14	4/13 - 4/19	Vulnerable & Lonely	Lecture 14-1; Lecture 14-2	Osmanovic & Pecchioni; Bowman; Bridle TEDTalk; PBS Newshour robot video; CMC Ch. 8	Quiz 12	—	R&R3 Part 3	R&R3 Part 2	19-Apr

Week	Date	Theme	Lectures	Materials	Due for Class	Due for Groups 1 - 5	Due for Groups 6 - 10	Due for Groups 11 - 15	Due Date (at 11:59 pm ET)
15	4/20 - 4/26	Agency & Technofuturism	Lecture 15-1; 15-2	Proteus Effect reading; Power of VR video; VR medical video; CMC Ch. 9 (p. 173 - 181); 60 Minutes ChatGPT video; Jackson Schiff & Schiff (2023); Hancock et al. (2020)	Quiz 13	—	—	R&R3 Part 3	26-Apr
16	4/27 - 5/3	Prepare & Succeed		Exam 2	Exam 2				3-May

COURSE READING LIST

Bowman, N. D. (2018). The demanding nature of video game play. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 1-24). Routledge: New York.

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