

Syllabus

Communication 2985

Media and Well-Being

Spring 2026

3 Credit Hours

Online and Asynchronous

Course overview

Instructor

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

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

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

Course description

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

Course expected learning outcomes

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

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

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

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

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

General education goals and expected learning outcomes

General Education Goals:

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

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

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

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

Health and Well-being: Expected Learning Outcomes

ELO 1.1 Engage in critical and logical thinking.

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

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

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

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

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



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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

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

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

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

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

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

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

How this online course works

Mode of delivery

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

Pace of online activities

Every week, you should be watching lecture videos (about 3-4 per week; about 30 minutes per lecture), taking a quiz (~5 multiple-choice questions, embedded in lectures), posting a discussion (about a 2-page paper—or similar-- on the weekly topic), responding to classmates' discussion posts, and answering a short reflection survey.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average for a Fall or Spring semester (Summer semesters are shorter, so they have more time expectations per week). Actual hours spent will vary by student learning habits and the assignments each week.

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

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation: Each week, watch the lecture videos (MediaSite keeps track of viewing analytics), take weekly quizzes, and contribute to weekly discussion post.

Course communication guidelines

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

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

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

Technical Problems with Your Computer or Internet Connection Issues: OIT can be called at 614-688-HELP (4357). You can also email them about your problem or you can request that they call you back. The website for these alternatives is: https://osuitsm.service-now.com/selfservice/help_splash.do (Links to an external site.)

Writing style

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

Tone and civility

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

Citing your sources

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

Protecting and saving your work

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

Course materials and technologies

Textbooks

Required

None: All reading materials will be available on Carmen

Other fees or requirements

There are no additional fees for this class

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](http://it.osu.edu/help), and support for urgent issues is available 24/7.

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

- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.



- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	150 points total (13 quizzes will be given over the semester. The lowest 3 quiz scores will be dropped. So, the remaining quizzes are 15 points each)
Discussion Assignments	650 points (13 discussions, the lowest 3 will be dropped from the final grade, so the best 10 are worth 65 points each)
Class Planning and Self-Checks	100 (13 planning and self-checks). These are graded for completion. The lowest 3 are dropped. So, the best 10 are worth 10 points each.
Final Project	100 points
Total	1000 points = 100%



Description of major course assignments

Quizzes

Weekly, online quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice and True/False items. Quizzes will have approximately 5 to 10 questions.

The only resource you may use on quizzes is your own notes or class materials available in Carmen (e.g., slides). You may not work together.

Discussion Assignments:

- Students will post an original response to prompts in Carmen (about 2-pages of text, not including the title page and references) and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course. Discussions should include information from lectures as well as outside sources. These outside sources should include at least one peer-reviewed article and one newspaper article. Responses to classmates should make it clear that you read their paper, and responses should also include at least one suggested reading relevant to their topic.
- Original posts will be evaluated on their ability to address the prompt with clear and concise integration of information from lecture, at least one peer-reviewed source, and at least one newspaper article. Responses should be in APA format and conform to each assignment guidelines.
- Responses to classmates will be evaluated based on evidence that students did read their classmate's post and that they've added at least one suggestion for further reading. For example, a response such as "I liked your post" or "I agree with you" would not be sufficient to show that you've read their post. But making a comment on a specific topic they mentioned in the post and adding a suggested reading does make it clear that you've read and considered their original post.
- Academic integrity and collaboration guidelines:

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

Final Project:

- Students will synthesize information from the semester into a final paper (approximately 5 pages) or a final presentation (approximately 5 minutes) as if it is for an audience of high school students who are interested in learning about how media use influences well-being. A minimum of 3 media theories or concepts and 3 dimensions of wellness should be addressed. You may revise some of your discussion assignments from this class to create this final project.
- This assignment is completed individually.

Late assignments

Please keep track of when things are due. The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time.

I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen. I will show you how to do this in our first lecture video.

Late work and submission details: This class already has many accommodations built into it. These include: (1) the class is fully online; (2) the class is fully asynchronous; (3) there are no midterm or final exams; (4) there are no textbooks or other materials required for purchase; (5) there are no time limits on quizzes; (6) The lowest 23% of grades (including zeros for missing assignments) are dropped from the final grade in lieu of accepting late work; and (7) there is no single assignment worth more than 10% of your final grade, and (8) many assignments (e.g., self-check & reflect assignments) are graded for completion rather than correctness.

Thus, late work will not be accepted for any reason. This means that regardless of tech issues, joining the class late, illness, injury, emergency, bereavement, etc. you cannot submit late work. With 3 out of 13 weeks of lowest grades (including zeros for missed assignments) being dropped, that's already more time off permitted than any job I can imagine with sick time, vacation time, and bereavement all combined. We would not be able to meet our class goals (and thus maintain class accreditation) if late work was

accepted on top of this. Neither is it reasonable to expect that you could catch up on late work and stay up on current work at the same time, without incurring a good deal of stress. Likewise, your professor is a real human who also cannot grade late work while keeping up with grading (and thus keeping course accreditation). Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work, all dates** Eastern Time Zone.

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

Before you submit an assignment:

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

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

Verifying that you submitted your assignment:

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

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

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

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

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

Grading Scale

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

Rounding: Carmen Canvas does not round fractions up. Please take that into account in computing grades. I must make a cut at some point, so I just use Carmen to do that,

and I don't round up individual grades, no matter how close you may be; it's not fair to other students.

Viewing Grades in Carmen: Also, please note that Carmen has different settings for viewing your grades. There is a setting in which assignments that are not completed are counted as a "zero" and a setting in which incomplete assignments are not yet counted in the final grade. So, if you are calculating your grade throughout the semester, make sure you are factoring in any assignments you failed to turn in on time as a "zero".

General grading criteria:

An "exceptional" grade on the rubric means that there are no recommendations for improvement. "Above Average" means that while there is some room for improvement, the paper is still above average and suggestions for improvement are minor. "Average" grades mean that the main aspects of the assignment have been addressed but there is non-trivial room for improvement. Assignments that are graded in the "Needs Improvement" category have either missing components or incorrect information.

Instructor feedback and response time

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

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

I also post announcements on Carmen in the "Announcements" tab about once a week. I recommend signing up for email notifications so you know when these are posted.

Academic policies

Academic Misconduct

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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.

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

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that

they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

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

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

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

civilrights@osu.edu

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

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

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the

educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement

Columbus:

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.

Lima:

Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential mental health services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS by emailing Samantha Haudenschild at haudenschild.11@osu.edu or by calling 567-242-7158. You may also reach an on-call counselor when Dr. Haudenschild is not available by calling 614-292-5766. For more information about Lima Campus resources, to request an appointment, or to access options for crisis resources, visit our website: go.osu.edu/LCCS. In addition, students from all campuses may access certain resources offered by Columbus Campus Counseling and Consultation Service. For more information, check their website at ccs.osu.edu. If you are experiencing a clinical crisis, are in need of emergency assistance, are have thoughts of harming yourself, you may contact the National Suicide Prevention Hotline by dialing 988; call 9-1-1 for emergency assistance; or go to your nearest hospital emergency room.

Mansfield:

If you or someone you know are suffering from any of the aforementioned conditions on the Mansfield Campus, you can learn more about the broad range of confidential mental health services available on campus by

visiting <https://www.newdirectionsforlife.com/sap/> or calling 419-529-9941.

Their offices are located in Student Support Services, Ovalwood, Second Floor. 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 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Marion:

The Office of Counseling & Wellness: Services for students are available through tele-mental health appointments via Zoom. Mental health concerns or stressful events can lead to diminished academic performance or a reduction in the ability to function well. If you or a student you know is struggling with life on or off-campus, help is available by calling 740-725-6349 or emailing Leslie Beary (beary.4@osu.edu). If you are in crisis, call 9-1-1. To speak to someone outside of normal office hours, students can reach the Ohio State After-Hours Line at 614-292-5766. Help is also available through the National Suicide Prevention Lifeline by calling 800-273-8255 or contacting Crisis Text Line by texting 4Hope to 741-741.

Newark:

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 Services

(<https://newark.osu.edu/office-student-life/counseling> / or 740-755-7262).

Twenty-four-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Content Warning Language

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

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Course Schedule

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

All assignments are due at 11:59pm.

- Quizzes are due each Wednesday.
- Original Discussion Posts are due each Thursday.
- Responses to classmates and reflection surveys are due each Friday.

I. Module 1: Concepts and Contexts.

- a. Lecture Videos
 - i. Introduction Videos
 1. Meet your instructor
 2. Intro to the class
 3. Intro to Carmen
 4. Intro to the syllabus
 - ii. What counts as “Media”?
 - iii. What is “wellness” or “well-being”?
 1. Chapter 2 in Oliver’s Handbook

- iv. Dimensions of wellbeing
 - 1. OSU's 10 dimensions
 - 2. Additional dimensions (political and community)
 - 3. Inter-connection between dimensions
- b. Discussion topic: Introduce yourself and a bit about your media use.
 - i. Format: Images and a pie chart or graph
 - ii. Skill: Practice articulating your scholarly identity, use visual aids to show how much media you're using

II. Module 2: Methods.

- a. Lecture Videos
 - i. Goals and assumptions of social sciences
 - 1. Understand reality
 - 2. Balances of citizenship
 - ii. Finding sources, evaluating, and using sources
 - iii. Citing sources
- b. Discussion topic: Asking and answering questions
 - i. Format: Outline
 - ii. Skill: Using search engines

III. Module 3: Environmental Wellness.

- a. Lecture Videos
 - i. Natural environment: Nature documentaries and PSAs
 - ii. Work environment: Zoom calls and email
 - iii. Home environment: Suleika's article about making your home comfortable
- b. Discussion Topic
 - i. Format: Criterion satisfaction

ii. Skill: Comparisons

IV. Module 4: Spiritual Wellness.

a. Lecture Videos

i. Eudaimonic Media

ii. Media Examples: Oprah, The Pursuit of Happiness

iii. Sad or scary media can increase eudemonics

b. Discussion Topic

i. Format: Table

ii. Skill: Pros and cons list

V. Module 5: Career Wellness.

a. Lecture Videos

i. Media: Job search engines, newsletters/trade magazines/professional organizations, formal education like video lectures

ii. Self-determination theory, Oliver's handbook Ch 3

b. Discussion Topic

i. Format: Rating and explanation

ii. Skill: Rating system and providing support for claims

VI. Module 6: Intellectual Wellness.

a. Lecture Videos

i. Need for cognition

ii. Media: TED talks, Masterclass, Newspapers, formal classes

b. Discussion Topic

i. Format: Notes

ii. Skill: Note taking, pulling out main points

VII. Module 7: Financial Wellness.

- a. Lecture Videos
 - i. Advertising that can harm wellness
 - ii. Organization Apps can help wellness
 - iii. Media impacts on sense of satisfaction with finances
- b. Discussion Topic
 - i. Format: Media decoding in steps
 - ii. Skill: List of steps

VIII. Module 8: Digital Wellness.

- a. Lecture Videos
 - i. Generative AI
 - ii. Social Media
 - iii. Safety
- b. Discussion Topic
 - i. Format: Flow Chart
 - ii. Skill: Flow charts

IX. Module 9: Physical Wellness.

- a. Lecture Videos
 - i. Knowledge base: Maslow's hierarchy of needs, finding accurate information about physical wellness
 - ii. Media: Fitness apps
 - iii. Media that prevents you from physical activity
- b. Discussion Topic
 - i. Format: Fact checking
 - ii. Skill: Essay writing

X. Module 10: Social Wellness.

- a. Lecture Videos

- i. Parasocial interaction on TV and movies
- ii. Video games
- iii. Social media
- b. Discussion Topic
 - i. Format: Problem and solution
 - ii. Skill: Persuasive comm

XI. Module 11: Creative Wellness.

- a. Lecture Videos
 - i. Media and Art: finding and funding music, paintings, sculptures, etc.
 - ii. Appreciating the message in other people's art
 - iii. Creating your own
- b. Discussion Topic
 - i. Format: Whatever
 - ii. Skill: Creativity, annotation (what did you do and why did you do it)

XII. Module 12: Emotional Wellness.

- a. Lecture Videos
 - i. Media examples: Music
 - ii. Emotional Contagion and Kindness Media
 - iii. What is it and how are we doing
- b. Discussion Topic: Make a toolbox and add support for it
 - i. Format: PebblePad Page
 - ii. Skill: Planning for future, categorical organization, evidence-based decisions, easy-to-understand communication with others

XIII. Module 13: Community and Political Wellness.

- a. Lecture Videos

- i. Community: Next door, craigslist, special interests (e.g., LGBTQ, Black Twitter, AA, etc.). Do media foster connection?
- ii. Political: Cable TV, Newspapers, political ads
- iii. Both: Do media foster sense of shared reality?
 - 1. Media access (censorship, monopolies, etc.)
 - 2. Media accuracy (e.g., news, social media)
 - 3. Media that impacts engagement

b. Discussion Topic

- i. Format: Plans for media use
- ii. Skill: create a code with concrete examples

XIV. Module 14: Final Projects due April 29th.