

# COMM 3558 SOCIAL MEDIA

## SPRING 2025

**Instructor: Annie Dooley, MA**

Pronouns: she/her/hers

Email:

- [dooley.129@osu.edu](mailto:dooley.129@osu.edu)

Office hours: Wednesday 1-3 and by appointment (appointment mandatory)

Office: Zoom (Please see Carmen for access.)

**Graduate Teaching Assistant: Yiting Huang**

Pronouns: she/her/hers Email: [huang.6157@osu.edu](mailto:huang.6157@osu.edu)

**Office hours: By appointment**

**Office: Zoom (Please see Carmen for access.)**

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## Course Overview

**Course Description and Objectives.** This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society. Over the semester, we will discuss a range of topics related to social media. Upon completion of this course, students will be able to

- Analyze the processes and outcomes of communication via social media
- Recognize the structure and governance of social media
- Recognize the strategies that various entities (e.g., individuals, activists, organizations) adopt to use social media in achieving their goals
- Apply the strategies to use social media effectively to achieve their goals
- Prepare for the unintended consequences of social media

**Mode of Delivery.** This course will be delivered **fully online, asynchronously**. No in-person meetings will take place. Students will access 100% of the instructional content made available on the Carmen Canvas course site. At the start of each week, all course content assigned for the week will be released on the Modules page on Carmen. Please see the Course Schedule table at the end of this syllabus for more information on the weekly activities and important dates.

**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.

**Course Materials.** All course-related materials (e.g., videos, readings, assignment instructions) will be accessible through our Carmen Canvas course site. Reading materials are detailed on page 14–16 of the syllabus, presented after the schedule.

## Assignments and Grading Policies

**Overview.** Your class performance will be evaluated based on the following grading categories.

Assignment	Points	Percentage
Weekly quizzes	120	24%
Weekly discussions	120	24%
Social media campaign project	60	12%
Exam I	100	20%
Exam II	100	20%
Total	500	100%

The following grading scale will be used in this course:

A = 93%–100%      A– = 90%–92.99%      B+ = 87%–89.99%      B = 83%–86.99%  
B– = 80%–82.99%      C+ = 77%–79.99%      C = 73%–76.99%      C– = 70%–72.99%  
D+ = 67%–69.99%      D = 60%–66.90%      E = 0%–59.99%

You can view your grades using the **Grades** button in the Carmen course navigation. Refer to instruction in this link: [how to view your grades on Canvas](#).

Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me. Please do not post your personal concerns in a discussion forum.

### Weekly Quizzes (2% \* 13 – 2% = 24%)

There will be 13 weekly quizzes throughout the semester. Each quiz is worth 10 pts, 2% of the total grade. The one with the lowest grade will be dropped.

Quizzes are used to check how well you have understood the key concepts and theories in that week. Quizzes will contain multiple choice, matching, and T/F.

\* Except for the syllabus quiz (with unlimited attempts), all the other quizzes allow for **two attempts** with unlimited time. The highest grade will be recorded.

\*\*All quizzes are due Sunday 11:59 pm that week.

### Weekly Discussion (2% \* 13 – 2% = 24%)

There will be 13 weekly discussions throughout the semester. Each weekly discussion is worth 10 pts, 2% of the total grade. The one with the lowest grade will be dropped. All discussions take place online, on the Discussion Board of Carmen.

In Week 1, the “discussion” will be self-introduction and responding to other’s self-introduction. The rest of 12 discussions will be focused on the learning topic of that week. The discussions are expected to help you deepen the understanding of concept and theories of that week.

Participation in the weekly discussion requires two parts that are due at different time points:

**1) Writing a discussion prompt (5 pts, due Thursdays 11:59 pm)**

Each student is responsible to submit one discussion prompt based on the learning materials of that week. The discussion prompt should include two components:

- a) A brief statement of your biggest takeaway
- b) A thought-provoking discussion question

**Evaluations of the discussion questions.** The questions you raise will be used to further class discussion. Therefore, the quality matters. A good discussion question should be designed to spark discussion, help extend our understanding of the topic, allow us to debate or critique the content theoretically or practically, examine the topic from different perspectives, or come up with solutions for the social, cultural, or behavioral issues associated with the topic.

Your question should be relevant to the learning materials of that week. When applicable, be sure to direct us to specific passages, arguments or sections of the learning materials that highlight the salient passages for your question. It could be about something from the reading that you didn't understand, or something that resonated with you. Your questions should show that you have **critically** read and thought about some of the issues the authors have addressed. A question that is thoughtful as well as thought-provoking will be awarded full points whereas one that perfunctorily seeks factual answers will be awarded minimal points, if at all.

Please do not hesitate to critique the learning materials, compare readings, or apply the learning materials to real-world examples in your discussion questions.

**2) Responding to a discussion question raised by another student (5 pts, due Sundays 11:59 pm)**

Each student is required to respond to a discussion question raised by another student. The response should be posted on Carmen no later than Sundays 11:59 pm.

**Evaluations of response to discussion questions.** Similar to the expectations for discussion questions, responses to the discussion questions are also expected to be thoughtful and creative. A good response should help extend our understanding of the topic, provide different perspectives, or come up with solutions for the social, cultural, or behavioral issues associated with the topic.

Specifically, response should be based on evidence and/or theoretical rationales. Your response should show that you have critically read and thought about the context of the discussion question. You are most welcome to use your personal experience to illustrate your point, but statements should be backed up by solid arguments. Please do not hesitate to critique readings, compare readings or apply readings to real-world examples in your response to discussion questions.

A response that is thoughtful and solid (i.e., based on evidence and/or theoretical rationales) will be awarded full points whereas one that perfunctorily provides Yes/No answers will be awarded minimal points, if at all. When picking discussion questions to respond to, please avoid questions that seek for factual answers. Such questions are discouraged in the first

place, but in case they are posted however, you should avoid answering such questions as it may limit your ability to expand and deepen your thoughts, and thus hurt your grade.

### **Social Media Campaign Project (12%)**

Around the midterm, each student is expected to submit an individual project that is worth 60 pts, 12% of the total grade.

This assignment, called “Social Media Campaign Project” is meant to be an opportunity for you to apply what you have learned about social media to achieve an objective of your choice. More details will be released on Carmen.

The final deliverable will be a pdf document.

### **Exams (20% \* 2 = 40%)**

There will be two exams over the course of the semester as scheduled in the syllabus, each is worth 100 points, contributing 20% of the overall course grade.

Exams only allow for **one attempt**.

Exam content will be based on the learning materials (i.e., readings, lecture notes, and any supplemental information provided throughout the course). The exams may feature a combination of multiple-choice, T/F, and short answer items. Questions on the exam are applied rather than definition-based. Exams are NOT cumulative, that is, Exam 1 will cover topics in the first half of the semester, and Exam 2 will cover the topics in the second half of the semester.

***Exam Proctoring.*** Honorlock, an online proctoring tool, will be used during this course. Honorlock offers you flexibility to take your exams at the time and in the location of your choosing during the exam’s availability window.

- Technology requirements: Students are required to have a webcam (USB or internal) with a microphone, allow for screen recording, and have a strong and stable internet connection. In addition, the full Chrome browser version 120+ is required to install the Honorlock Chrome Browser extension. Honorlock is incompatible with tablets or mobile devices.
- Testing environment: During the course of an exam, Honorlock will record the testing environment. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Honorlock use will be provided.
- Limitations: To use Honorlock you must be **over 18 years of age** or have the Online Course Recording Waiver on file. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.
- Academic integrity and academic misconduct: Please note that while Honorlock settings may flag suspected cheating during exams, these automatic measures do not constitute a determination of academic misconduct. Any suspicion of misconduct will be referred to the [Committee on Academic Misconduct](#) and evaluated through a fair and transparent process.

- Students may request an in-person proctoring alternative to Honorlock or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation.
- Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the [support page](#) or within the exam itself. Or you can also reach out to [carmen@osu.edu](mailto:carmen@osu.edu) or call 614-688-HELP and talk to the Carmen eLearning team.

If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative.

## Course Policies

**Deadlines.** Due time for all assignments is noted in the Course Schedule table at the end of this document. All deadlines are in Eastern Standard/Daylight Time (EST/EDT).

**Professionalism in Submissions: Corrupt or Incomplete Work Receives No Credit.** You must ensure that the work you submit is correct, uncorrupted, accessible, and complete. 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. Your instructor or TA will **not** inform you if your work fails these standards. If the instructors cannot view your work when beginning to grade it, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

### Late Assignments.

#### 1) Late Submission Penalty and How to Submit

Unless noted otherwise, students may submit assignments late with a penalty. Penalties for late work increase cumulatively. Submitting work **one day after the deadline (including weekends) yields a -15% point penalty** for the submission. For each additional day after the deadline, you lose an additional -15% off the submission. This means if you submit an assignment late for a week (i.e., 7 days), even if the content you submit is perfect, you will still get a zero ( $7 \times 15\% = 105\%$ ). In other words, late submission will **not be accepted if it is late for a week or longer.**

If you have an emergency or illness that precludes you from meeting a deadline, please let us know that right away. Provided that the emergency is brought to my attention within 24 hours of the deadline and can be documented, late penalties may be waived.

#### 2) Deadlines Will NOT Be Extended for Technological Problems

In an online course, it is your responsibility to have consistent access to a reliable Internet connection and all required software noted above. You should build in extra time to resolve technical problems so that you are able to do that while still meeting deadlines. For

assistance with tech issues, please contact OCIO (details provided below in section on technology). Deadlines will **not** be extended for technological problems.

**Turnaround/Feedback.** Grades and feedback of assignments will generally be given within two weeks after the submission deadline.

**Grade Appeals.** You may send your professor an email to instigate 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 the form "COMM 3558 Grade Appeal Form" (in the "Get Started Here" module in Carmen, under "Resources") to your professor.

**Course Leave.** 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 leave. You must let Annie know of your situation as soon as practical when you become aware of the need for leave (either the day you learn of the need or the next workday). If you qualify for leave, you can make up missed work up to 7 days prior to your leave request. Be proactive and let us know as soon as possible if you think you need leave. **The professor will not grant leave retroactively.** For example, if you qualify for leave in week 2 but request leave in week 5, you cannot earn credit for work due in weeks 2 & 3. Course leave is similar to OSU's Family and Medical Leave (FML; see here for [more information](#).) and the professor will consider such requests on a case-by-case basis.

**Peer Interaction and Public Work.** The structure of this course incorporates public posting and peer interaction. If you are not comfortable with this, I recommend you drop this course as I will not make any accommodations to this structure.

**Use of Generative AI.** Use of Generative AI is prohibited in this course. This course continues to use traditional writing assignments. Since 2023 it is possible to use large language models to create answers for these assignments. However, the goal of the course is for you, the student, to demonstrate an understanding of the material. It is a waste of everyone's time to submit a piece of written work that you don't understand. So, I reserve the right to check this in a ten-minute oral exam covering what is in the assignment. You will retain your grade if you can show me that you own what you submitted.

**Tentative Nature of Syllabus.** This syllabus represents an agreement between the students and the instructor, Annie Dooley. 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 professor's modification with notice via Carmen to students.

### **Communication Policy.**

**Instructor to Students.** Class announcements will be made via Carmen Announcements. Emails will be sent within Carmen as well.

**Students to Instructor and TA.** There are several ways to ask questions or communicate about your requests to the professor and the TA.

## 1) Check the syllabus first

When you have a question about the class, you should first check the syllabus.

## 2) “General Course Discussion Board” on Carmen

If the syllabus does not answer your question, the next thing to do is to check the FAQ boards in Carmen—“General Course Discussion Board”—to see if someone else has posed the question or expressed the concern you have. If not, then you are encouraged to post them yourself. We check these FAQ discussion boards regularly to respond to questions that students raise. Please note that all questions posted in this board are public, visible to other students. Therefore, please never post your personal concerns (e.g., about your grade) here.

## 3) Zoom Office Hours

Both the instructor and the TA hold regular office hours weekly. You must make an appointment to use office hours. If the schedules do not work for you, please email to schedule a meeting with one of us.

## 4) Contact Your Professor and TA

### a. Whom to contact?

Instructor Annie Dooley should be your first and primary contact point. However, expect the content to be visible to the TA as well, as she may forward your email to the TA to handle your particular questions or requests, depending on their nature.

### b. How to reach Annie? Email!

The best way to reach Annie is to email her at [dooley.129@osu.edu](mailto:dooley.129@osu.edu). Although she will try to respond to Carmen Inbox messages as well, she will be more likely to respond to regular email.

### c. Professor’s and TA’s response time

We do our best to reply to all emails in a timely manner (typically within 2 business days). If you do not hear back from us within 48 hours (business days only), please feel free to nudge us. Emails sent after hours (e.g., around or after 5 pm) or on weekends should not expect a reply until at least the next business day.

## *Expectations on You.*

- 1) It is important that you use and regularly check your **OSU email account** and make sure you have regular access to **Carmen**.
- 2) Please make sure to link Carmen Announcements to your OSU email, so that you don’t miss new information about the class. Here is how: [Carmen Notification Preferences](#).
- 3) Do not use non-OSU email for communication in this class. Messages to OSU accounts from non-OSU email services are regularly marked as spam, and since OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
- 4) Close the email with your full name. Each of your instructors is engaging with hundreds of students this semester. Making your identity clear as the sender of a message will aid us in communicating with you more efficiently.
- 5) Do not use the “comment” function in the assignment submission page to communicate with your professor. It does not notify anyone and will likely be missed.

- 6) Tips for emailing your professor and peers
  - a. Know your audience and purpose. Thinking about who will read your email and why you are sending the email will make writing easier.
  - b. Stick to one or two topics per email. Reading long texts can be overwhelming; stick to the point.
  - c. Ask for a response (if you need one). Using a question in the body of the email or adding a farewell line that simply states “a response is appreciated” is a way of requesting a response.
  - d. Revise your work. Checking for proper spelling and punctuation is essential. Remember that an email doesn’t use the same conventions as a text.
  - e. Think before you click. Check your syllabus or talk to a peer before sending an email. Sometimes the answer to your question is found in your syllabus. For sensitive issues, try your professor’s office hours instead of sending an email.

## Course Technology

**OSU IT Service Desk.** 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 24 × 7.

- **Self-Service and Chat support:** <https://osuitsm.service-now.com/selfservice/>
- **Phone:** 614-688-HELP (4357)
- **TDD:** 614-688-8743
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

**Carmen Canvas.** Carmen Canvas, 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](https://my.osu.edu). Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

**Carmen Zoom.** Office hours will be held remotely 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 in the virtual office hours room. More information on Carmen Zoom can be found here: [Carmen Zoom](https://carmen.osu.edu/zoom)

**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](#) to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a plagiarism prevention system, available to instructors. Turnitin will generate originality reports when you submit your work, which will be evaluated in compliance with [Section A of OSU’s Code of Student Conduct](#). For more information about Turnitin, please see the [vendor’s guide for students](#). Note that submitted assignments become part of the OSU database.

## University Policies and Guidelines

**Academic Misconduct.** All work should be your original work. You must use citations when presenting ideas that are not your own using [APA style](#). You must complete all submitted work by yourself. You may not reuse work from a past or current semester. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). 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), to establish reasonable accommodations, please 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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu) or 614-292-3307.

**Mental Health Statement.** 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct.** The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of

sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity 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.

**Sexual Misconduct/Relationship Violence.** 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](mailto:titleix@osu.edu).

**Diversity.** 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.

**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. Students must consider copyright law before copying, retaining, or disseminating materials outside of the course.

**Student Life Issues.** 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 are or someone you know is 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](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> 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 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://988lifeline.org/>.

**Student Academic Services.** Academic Services' website provides support for student academic success. Students can obtain information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors at <https://advising.osu.edu/>.

**Religious Accommodations.** It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing **no later than 14 days** after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**Campus Free Speech Policy.** Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

## Course Schedule

\* The schedule below is tentative and subject to change.

\*\*All materials, readings, and videos are available via the modules on Carmen.

\*\*\*Typical weekly structure: I will release new content on Monday morning.

\*\*\*\*Unless specified otherwise, all assignments are due at 11:59 pm ET.

Week	Date M/D	Topics & Readings	Assignments
1	1/12	<b>Introduction to the topic and the course</b> <u>Readings</u> • Syllabus	<ul style="list-style-type: none"> <li>Discussion 1. Self-introduction due Thursday, response due Sunday</li> <li>Quiz 1 (syllabus quiz)</li> </ul>
<b>Part 1. Theoretical Approaches to Social Media</b>			
2	1/20	<b>Defining social media and theoretical perspectives in CMC</b> <u>Readings</u> • Walther et al. (2015)	<ul style="list-style-type: none"> <li>Discussion 2. prompt due Thursday, response due Sunday</li> <li>Quiz 2</li> </ul>
<b>Part 2. Using Social Media to Achieve Goals</b>			
4	2/2	<b>Gaining support on social media</b> <u>Readings</u> • Cook (2020) • Bazarova (2020) • Gonzales et al. (2018)	<ul style="list-style-type: none"> <li>Discussion 4. prompt due Thursday, response due Sunday</li> <li>Quiz 4</li> </ul>
5	2/9	<b>Selective self-presentation on social media</b> <u>Readings</u> • Walther et al. (2015) • Smith & Sanderson (2015)	<ul style="list-style-type: none"> <li>Discussion 5. prompt due Thursday, response due Sunday</li> <li>Quiz 5</li> </ul>
6	2/16	<b>Social media in social movements</b> <u>Readings</u> • Tufekci (2017) • Murthy (2018) • Mundt et al. (2018)	<ul style="list-style-type: none"> <li>Discussion 6. prompt due Thursday, response due Sunday</li> <li>Quiz 6</li> </ul>
7	2/23	<b>Influencing on social media</b> <u>Readings</u> • Vrontis et al. (2021) • Myrick (2024)  <u>Assignment Release</u> Social media campaign project instruction and submission open on Canvas (due next week)  <u>Exam Prep:</u>	<ul style="list-style-type: none"> <li>Discussion 7. prompt due Thursday, response due Sunday</li> <li>Quiz 7</li> <li>Extra credit: Honorlock practice quiz</li> </ul>

		Exam 1 instruction & study guide release	
8	3/2	Exam 1 Continue working on the campaign project (due this week)	<ul style="list-style-type: none"> <li>• Exam 1</li> <li>• Social media campaign project</li> </ul>
<b>Part 3. (Unintended) Consequences of Social Media</b>			
9	3/9	<b>Social media and well-being I</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Sundar et al. (2018)</li> <li>• High et al. (2023)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 8. prompt due Thursday, response due Sunday</li> <li>• Quiz 8</li> <li>• </li> </ul>
<b>Spring Break No Class</b>			
11	3/23	<b>Social media and well-being II</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Wei &amp; Liu (2020)</li> <li>• Liu &amp; Kang (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 9. prompt due Thursday, response due Sunday</li> <li>• Quiz 9</li> </ul>
12	3/30	<b>Distribution of (false) information on social media</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Gil de Zúñiga &amp; Cheng (2021)</li> <li>• Jang (2023)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 10. prompt due Thursday, response due Sunday</li> <li>• Quiz 10</li> </ul>
13	4/6	<b>Body image and social comparison on social media</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Vandenbosch et al. (2022)</li> <li>• Fox &amp; Vendemia (2016)</li> <li>• Brathwaite &amp; DeAndrea (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 11. prompt due Thursday, response due Sunday</li> <li>• Quiz 11</li> </ul>
14	4/13	<b>Cyberbully, trolling, and disinhibition on social media</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Suler (2005)</li> <li>• Spears (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 12. prompt due Thursday, response due Sunday</li> <li>• Quiz 12</li> </ul>
<b>Part 4. Ethics and Regulation</b>			
15	4/20	<b>The ruling of social media</b> <u>Readings</u> <ul style="list-style-type: none"> <li>• Spar (2001)</li> <li>• Tufekci (2016)</li> <li>• Obar &amp; Widman (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion 13. prompt due Thursday, response due Sunday</li> <li>• Quiz 13</li> </ul>
16	4/27	Wrapping up (Final begins on 29 <sup>th</sup> )	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Teaching evaluation</li> </ul>

**Tentative nature of this syllabus.** This syllabus is an agreement between the instructor Annie Dooley and the student. Events that transpire over the semester may require me to modify the syllabus. In the event I need to modify the syllabus, I will announce the modification via Carmen Announcements. It is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

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

## Reading List

### Week 1

- Syllabus
- Resource module “Get Started Here: Course Introduction and Resources”

### Week 2. Defining social media and theoretical perspectives in CMC

Walther, J. B., Van Der Heide, B., Ramirez Jr, A., Burgoon, J. K., & Peña, J. (2015). Interpersonal and hyperpersonal dimensions of computer-mediated communication. In S. S. Sundar (Ed), *The handbook of the psychology of communication technology* (pp. 1–22). Wiley.  
<https://doi.org/10.1002/9781118426456.ch1> [read pages 1–13].

### Week 3. Affordances of social media

Treem, J. W., & Leonardi, P. M. (2013). Social media use in organizations: Exploring the affordances of visibility, editability, persistence, and association. *Annals of the International Communication Association*, 36(1), 143–189. <https://doi.org/10.1080/23808985.2013.11679130>

### Week 4. Gaining support on social media

Cook, J. (2020). Community and connection are essential for coping in the time of corona.  
<https://thehill.com/opinion/healthcare/488222-community-and-connection-are-essential-for-coping-in-the-time-of-corona>

Bazarova, N. (2020). Social media an unlikely hero for mental health in COVID-19 isolation.  
<https://news.cornell.edu/media-relations/tip-sheets/social-media-unlikely-hero-mental-health-covid-19-isolation>

Gonzales, A. L., Kwon, E. Y., Lynch, T., & Fritz, N. (2018). “Better everyone should know our business than we lose our house”: Costs and benefits of medical crowdfunding for support, privacy, and identity. *New Media & Society*, 20(2), 641–658.  
<https://doi.org/10.1177/1461444816667723>

### Week 5. Selective self-presentation on social media

Walther, J. B., Van Der Heide, B., Ramirez Jr, A., Burgoon, J. K., & Peña, J. (2015). Interpersonal and hyperpersonal dimensions of computer-mediated communication. In S. S. Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 1–22). Wiley.  
<https://doi.org/10.1002/9781118426456.ch1> [read pages 13–22].

Smith, L. R., & Sanderson, J. (2015). I’m going to Instagram it! An analysis of athlete self-presentation on Instagram. *Journal of Broadcasting & Electronic Media*, 59(2), 342–358.  
<https://doi.org/10.1080/08838151.2015.1029125>

### Week 6. Social media in social movements

Tufekci, Z. (2017). A networked public. In *Twitter and tear gas: The power and fragility of networked protest* (pp. 3–27). Yale University Press.

Murthy, D. (2018). Introduction to social media, activism, and organizations. *Social Media + Society*, 4(1). <https://doi.org/10.1177/2056305117750716>

Mundt, M., Ross, K., & Burnett, C. M. (2018). Scaling social movements through social media: The case of Black Lives Matter. *Social Media + Society*, 4(4).  
<https://doi.org/10.1177/205630511880791>

## **Week 7. Influencing on social media**

Vrontis, D., Makrides, A., Christofi, M., & Thrassou, A. (2021). Social media influencer marketing: A systematic review, integrative framework and future research agenda. *International Journal of Consumer Studies*, 45(4), 617–644. <https://doi.org/10.1111/ijcs.12647>

Myrick, J. G. (2024). *Influencers, mental health, and influencers' mental health: A discussion with Dr. Olivia Reed on how influencers influence us on mental health, and how we influence them.* [https://healthymedia.substack.com/p/influencers-mental-health-and-influencers?r=t12e&utm\\_campaign=post&utm\\_medium=web&fbclid=IwAR0QM88DwX8SsN6kD7lD7ttKXFPqb6zrYpGIkbjmAmOQn\\_BcEmpwMkpR4FA](https://healthymedia.substack.com/p/influencers-mental-health-and-influencers?r=t12e&utm_campaign=post&utm_medium=web&fbclid=IwAR0QM88DwX8SsN6kD7lD7ttKXFPqb6zrYpGIkbjmAmOQn_BcEmpwMkpR4FA)

## **Week 9. Social Media and Well-being I**

Sundar, S. S., Liu, B., DiRusso, C., & Krieger, M. (2018, March 28). *Why it's so hard to #DeleteFacebook: Constant psychological boosts keep you hooked.* *The Conversation.* <https://theconversation.com/why-its-so-hard-to-deletefacebook-constant-psychological-boosts-keep-you-hooked-92976>

High, A. C., Ruppel, E. K., McEwan, B., & Caughlin, J. P. (2023). Computer-mediated communication and well-being in the age of social media: A systematic review. *Journal of Social and Personal Relationships*, 40(2), 420–458. <https://doi.org/10.1177/02654075221106449>

## **Week 11. Social Media and Well-being II**

Wei, L., & Liu, B. (2020). Reactions to others' misfortune on social media: Effects of homophily and publicness on schadenfreude, empathy, and perceived deservingness. *Computers in Human Behavior*, 102, 1–13. <https://doi.org/10.1016/j.chb.2019.08.002>

Kang, J., & Liu, B. (2019). A similarity mindset matters on social media: Using algorithm-generated similarity metrics to foster assimilation in upward social comparison. *Social Media + Society*, 5(4). <https://doi.org/10.1177/2056305119890884>

## **Week 12. Distribution of (false) information on social media**

Gil de Zúñiga, H. G., & Cheng, Z. (2021). Origin and evolution of the News Finds Me perception: Review of theory and effects. *Information Professional*, 30(3). <https://doi.org/10.3145/epi.2021.may.21>

Jang, J. W. (2023). Proximate or primary source? How multiple layers of news sources on social media predict news influence. *Social Science Computer Review*, 41(1), 201–216. <https://doi.org/10.1177/08944393211032505>

## **Week 13. Body image and social comparison on social media**

Vandenbosch, L., Fardouly, J., & Tiggemann, M. (2022). Social media and body image: Recent trends and future directions. *Current Opinion in Psychology*, 45. <https://doi.org/10.1016/j.copsyc.2021.12.002>

Fox, J., & Vendemia, M. A. (2016). Selective self-presentation and social comparison through photographs on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 19(10), 593–600. <https://doi.org/10.1089/cyber.2016.0248>

Brathwaite, K. N., & DeAndrea, D. C. (2022). BoPopriation: How self-promotion and corporate commodification can undermine the body positivity (BoPo) movement on Instagram. *Communication Monographs*, 89(1), 25–46. <https://doi.org/10.1080/03637751.2021.1925939>

## **Week 14. Cyberbully, trolling, and disinhibition on social media**

Suler, J. (2005). The online disinhibition effect. *International Journal of Applied Psychoanalytic Studies*, 2(2), 184–188. <https://doi.org/10.1002/aps.42>

Spears, R. (2017). Social identity model of deindividuation effects. In P. Rössler, C. A. Hoffner, & L. van Zoonen (Eds.), *The international encyclopedia of media effects* (pp. 1–9). John Wiley & Sons. <https://doi.org/10.1002/9781118783764.wbieme0091>

### **Week 15. The ruling of social media**

Spar, D. L. (2001). The view from Partenia. In *Ruling the waves: Cycles of discovery, chaos, and wealth from the compass to the Internet* (pp. 1–22). Harcourt Business.

Tufekci, Z. (2016). As the pirates become CEOs: The closing of the open internet. *Daedalus*, 145(1), 65–78. [https://doi.org/10.1162/DAED\\_a\\_00366](https://doi.org/10.1162/DAED_a_00366)

Obar, J. A., & Wildman, S. (2015). Social media definition and the governance challenge: An introduction to the special issue. *Telecommunications Policy*, 39(9), 745–750. <https://doi.org/10.1016/j.telpol.2015.07.014>