



SYLLABUS

COMM 3440

Mass Communication and Society

Summer 2026 (8-week term: 05/11/2026 - 07/02/2026)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Julia Wilson

Email address: wilson.4758@osu.edu

Office hours: Mondays 11am – 3pm, or by appointment.

Zoom Link:

<https://osu.zoom.us/j/6457040459?pwd=NVBjM3RXN2pSTC9wWjRVV2hNTzV4QT09>

Course Description

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

Course Learning Outcomes

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

- **Classify mass communication.**
 - a. Discuss attributes of different types of mediated communication.
 - b. Understand the diversity of mass media content.
- **Describe psychological processes involved in media consumption.**

- a. Identify basic psychological processes of media consumption (i.e., media psychology)
- b. Understand motives, goals, and needs of media audiences.
- **Explain potential positive and negative effects of media messages.**
 - a. Recognize the diversity of responses to media content.
 - b. Identify different types of media effects.
 - c. Demonstrate how media literacy and critical media consumption relates to media effects.
- **Apply mass communication theory to real-world media content.**
 - a. Demonstrate how theoretical concepts show up in real world media use.
 - b. Predict media effects based on course concepts.
 - c. Reflect on how personal media use experiences relate to mass communication theory.

How This Online Course Works

Mode of delivery: This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released on Monday morning each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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 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.

Attendance and 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:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, please discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Q&A discussion board: OPTIONAL**
A general class Q&A discussion board is available for you and your peers to ask any questions regarding the course

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

This course will use the following required textbook:

F. W. Sanborn (2022). A cognitive psychology of mass communication (8th edition). New York: Routledge, ISBN 9780367713553, <https://doi.org/10.4324/9781003154570>

Most of the assigned reading in this course will come from this textbook. Required textbook readings will begin in Week 2 of this course. You will be assessed on the content of these readings in the checkpoint and reflection assignments.

You can rent or purchase any format of this book from anywhere that is most cost-effective for you. It is also available for rent or purchase at the Ohio State University bookstore here: [Cognitive Psychology of Mass Communication | Barnes and Noble @ The Ohio State University](#)

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

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Required Equipment

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

Required Software

- **Carmen:** Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - a. Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **CarmenZoom:** Appointments will be held through Ohio State's conferencing platform, CarmenZoom. 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.
- **Turnitin:** Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see the [vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Microsoft 365:** All Ohio State students have access to Microsoft Office products free of charge. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

BuckeyePass 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 - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- 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 (go.osu.edu/install-duo) 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 FACULTY RESPONSE

How Your Grade is Calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Reflection Papers (x7)	50%
Checkpoints (x11, lowest score dropped)	30%
Discussion Posts & Responses (x7)	10%
Final Paper	10%
Total	100%

See course schedule below for due dates.

Descriptions of Major Course Assignments

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

The required length of each post will range from a few sentences to a paragraph (more specific details will be provided with each assignment). It is vital that we maintain a friendly and civil

tone in these discussion boards, just as we would expect if we were communicating face-to-face. In addition, you will be required to respond to the posts of your classmates.

There will be one discussion board assignment each week. Discussion posts and responses are due by the Sunday of the week they are assigned by 11:59 PM EST.

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

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

There will be 1-2 checkpoints each week. All checkpoints are due on the Sunday of the week that they are assigned by 11:59 PM EST.

Reflections: There will be weekly written reflection assignments. The purpose of these assignments is to allow you to reflect on the material you have learned that week and apply the material to real-world settings. Most written assignments will be about 1-2 pages in length (typed, double spaced). Written work will be evaluated based on the degree to which students thoughtfully and thoroughly engage with the material and to the degree to which they are accurately describing and applying the material. Each written response is worth a total of 5 points (see Rubric in this syllabus).

There will be one reflection assignment each week. All reflections are due on the Sunday of the week that they are assigned by 11:59 PM EST.

Final Paper: At the end of the semester, each student should submit a final reflection paper. The expected length of this paper is 2 pages (typed and double-spaced). This paper is worth 5 points. Instructions for this paper are available in the End-of-Course Wrap Up module on Carmen.

Extra Credit

Participate in a research study! Conducting scientific research is crucial to the mission and purpose of the School of Communication at The Ohio State University. You can earn 1 point of extra credit for each 1 hour of research participation (up to 3 hours, or 3 points total) that you complete in School of Communication research studies. **These extra credit points will be applied to your Reflections.** Be sure to read the detailed instructions on the SONA site. Importantly, missing your research appointment or quickly clicking through surveys and giving

researchers fake data will not earn participation credit. You must sign up for studies at: <https://osucomm.sona-systems.com>

Late Assignments

Late submissions will be deducted 10% of the total number of points for each day that it is late. For example, a Reflection assignment (worth 5 points) will be deducted -.5 points for each day it is late. Assignments turned in 10 or more days past the original due date will not receive credit.

Please review the course schedule and contact me *as soon as possible* if you have any questions, concerns, or potential conflicts with the scheduled deadlines. Due date extensions and modifications discussed *prior* to the deadline can be arranged on a case-by-case basis.

Grading Scale

≥ 92.5 A

89.5 – 92.4 A-

86.5 – 89.4 B+

82.5 – 86.4 B

79.5 – 82.4 B-

76.5 – 79.4 C+

72.5 – 76.4 C

69.5 – 72.4 C-

66.5 – 69.4 D+

59.5 - 66.4 D

≤ 59.4 F

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-10 school days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages to the Q&A discussion board every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and Communication Guidelines

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

- **Writing style:** Please write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive and amicable environment. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** In written academic assignments, **you are expected to cite your sources to back up what you say**. This will be strictly enforced. For the textbook, or other course materials, please provide the author, year, and page number (e.g., Sanborn, 2022, p. 16). For online sources, include a link. Use the following guide for more information on citing in APA style: [APA Style \(7th Edition\) - Purdue OWL® - Purdue University](#). More detailed instructions for citation requirements will be provided in specific assignment instructions.
- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

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 (<http://studentlife.osu.edu/csc/>) 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.

Generative artificial intelligence (GenAI) tools should not be used in the completion of course assignments unless expressly permitted by me for specific use cases. Evidence of unauthorized use of GenAI tools for coursework will be considered academic misconduct. Students are not to submit their work without citing or acknowledging any word-for-word use and/or paraphrasing of writing, ideas, or other work that is not their own.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity ([Students | Office of Academic Affairs](#))

Generative Artificial Intelligence Policy

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.

GenAI can fabricate information (for example, creating citations to sources that do not exist) or omit key information. Students are ultimately responsible for the accuracy and integrity of their submitted work. Unless explicitly permitted below, representing AI-generated content as your

own work is a violation of the Code of Student Conduct. Please check with your instructor if you have questions.

This course will use the following GenAI permissions:

Level 1: Study Assistance Only; No Content Generation

- **Permitted:** You may use GenAI as a virtual tutor to explain concepts, quiz you on course materials, or summarize content that you have personally authored (e.g., your own class notes).
- **Restricted:** Do not input external course materials (e.g., assigned readings, slides) without permission. Do not use GenAI to outline, draft, translate, or write any part of an assignment.

Student Services and Advising

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

Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for academic advisors can be obtained through this website: <http://advising.osu.edu>

Copyright for Instructional Materials

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

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

Commitment to a Diverse and Inclusive Learning Environment

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): <http://civilrights.osu.edu/>

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.

Mental Health and Counseling Services

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](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.

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 me in writing no later than 14 days after the course begins. I will schedule 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.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options.

To establish reasonable accommodations, register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

- **Email:** slds@osu.edu

- **Website:** slds.osu.edu
- **Address:** 098 Baker Hall, 113 W. 12th Ave
- **Phone:** 614-292-3307

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Intro Module (Complete during Week 1): Welcome and Introduction (May 11th – 17th)

Lectures/Videos	1. Watch <i>Welcome and Course Introduction Video</i>
Readings	1. This syllabus 😊
Assignments Due Sunday 5/17 11:59pm	1. Checkpoint #1: Syllabus Quiz 2. Discussion Board #1: Introduction

Week 1 (May 11th – 17th): Mass Communication and Media Effects

Lectures/Videos	1. Watch <i>Week 1 Lecture: Mass Communication and Media Effects</i> 2. Watch Video: <i>How Does Media Tell You What to Think?</i> 3. Watch Video: <i>Who Owns the Media?</i>
Readings	1. Read Article: Sanborn (2018a) - Mass Communication in Our Digital Society (pp. 1-6) 2. Read Article: Sanborn (2018b) - Research and Theory in Mass Communication (pp. 1-9)
Assignments Due Sunday 5/17 11:59pm	1. Checkpoint #2: Mass Communication and Media Effects 2. Reflection #1

Week 2 (May 18th – 24th): Media Psychology and Understanding Media Audiences

Lectures/Videos	1. Watch <i>Week 2 Lecture: Media Psychology and Media Audiences</i>
Readings	1. Textbook Chapter 3 (pp. 58-75) 2. <i>Additional readings TBD – see Carmen module.</i>
Assignments Due Sunday 5/24 11:59pm	1. Discussion Board #2 2. Checkpoint #3: Media Psychology and Media Audiences 3. Reflection #2

Week 3 (May 26th – 31st): Mood Management, Emotions, Sports, & Music

Lectures/Videos	1. Watch <i>Week 3 Lecture: Mood Management, Emotions, Sports, & Music</i>
Readings	1. Textbook Chapter 4 (pp. 80-108) Mood Management Readings: 2. <i>Additional readings TBD – see Carmen module.</i> Emotions, Sports, and Music Readings: 3. <i>Additional readings TBD – see Carmen module.</i>
Assignments Due Monday 6/01 11:59pm (Extra day added to account for Memorial Day)	1. Discussion Board #3 2. Checkpoint #4: Mood Management 3. Checkpoint #5: Emotions, Sports, and Music 4. Reflection #3

Week 4 (June 1st – 7th): Stereotypes and Advertising

Lectures/Videos	1. Watch <i>Week 4 Lecture: Stereotypes & Advertising</i>
Readings	Stereotype Readings: 1. Textbook Chapter 5 (pp. 114-160) 2. <i>Additional readings TBD – see Carmen module.</i> Advertising Readings: 3. Textbook Chapter 6 (pp. 164-205)

	4. <i>Additional readings TBD – see Carmen module.</i>
Assignments Due Sunday 6/7 11:59pm	<ol style="list-style-type: none"> 1. Discussion Board #4 2. Checkpoint #6: Stereotypes 3. Checkpoint #7: Advertising 4. Reflection #4

Week 5 (June 8th – June 14th): Violence, Sex, and Media

Lectures/Videos	<ol style="list-style-type: none"> 1. Watch <i>Week 5 Lecture: Violence, Sex, and Media</i> 2. Watch Video: <i>“But Wait: Do We Really Consume Media?”</i>
Readings	<p>Media Violence Readings:</p> <ol style="list-style-type: none"> 1. Textbook Chapter 9 (pp. 295-329) 2. <i>Additional readings TBD – see Carmen module.</i> <p>Sex and Media Readings:</p> <ol style="list-style-type: none"> 3. Textbook Chapter 10 (pp. 335-366) 4. <i>Additional readings TBD – see Carmen module.</i>
Assignments Due Sunday 6/14 11:59pm	<ol style="list-style-type: none"> 1. Discussion Board #5 2. Checkpoint #8: Media Violence 3. Checkpoint #9: Sex and Media 4. Reflection #5

Week 6 (June 15th – 21st): Prosocial Media and Media Literacy

Lectures/Videos	<ol style="list-style-type: none"> 1. Watch <i>Week 6 Lecture: Prosocial Media and Media Literacy</i> 2. Watch Video: <i>Media Literacy</i>
Readings	<p>Prosocial Media Readings:</p> <ol style="list-style-type: none"> 1. Textbook Chapter 11 (pp. 370-402) 2. <i>Additional readings TBD – see Carmen module.</i> <p>Media Literacy Readings:</p>

	3. <i>Additional readings TBD – see Carmen module.</i>
Assignments Due Sunday 6/21 11:59pm	<ol style="list-style-type: none"> 1. Discussion Board #6 2. Checkpoint #10: Prosocial Media 3. Checkpoint #11: Media Literacy 4. Reflection #6

Week 7 (June 22nd – June 28th): Applying our Knowledge – Media Case Study

Lectures/Videos	1. Watch <i>Week 7 Lecture: Applying Our Knowledge</i>
Readings	1. No readings this week! Use this time to explore your personal media use to complete this week’s assignments. Give yourself plenty of time!
Assignments Due Sunday 6/28 11:59pm	<ol style="list-style-type: none"> 1. Discussion Board #7 2. Reflection #7

Week 8 (June 29th – July 2nd): End-of-Course Wrap Up and Final Paper

Lectures/Videos	1. Watch <i>End of Course Wrap-Up</i>
Readings	1. Review class notes and readings
Assignments Due Thursday 7/02 11:59pm	1. Final Paper Due Thursday 7/02 11:59pm

ASSIGNMENT GRADING RUBRICS

Reflections and Final Paper

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

These assignments will be worth **5 points each** and will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), and overall effort (i.e., how much thought went into answering the questions). Points may be deducted for excessive typos, incomplete sentences, or other mistakes that proofreading would have prevented. **I will also deduct points if there is no attempt made to cite course material (e.g., lectures, readings, videos).**

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

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

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

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

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

0 points: Assignment was incomplete or did not attempt to cite course material.

Discussion Posts and Responses

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

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

Discussion Posts: 2 Points Total

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

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

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

Discussion Responses: 2 Points Total

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

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

0 points: Missing response or a post with minimal contributions.