COMM 3413 (Online)
Media Entertainment: Theory and Research

Spring 2021

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COURSE DESCRIPTION

Entertainment is a huge business in the U.S. and abroad. It has also become an important area within the field of communication. Scientific examination of entertainment is long overdue, given the overwhelming portion of Americans' leisure time dedicated to entertainment consumption. In this course we will explore speculation, theory, and research regarding why we enjoy reading, listening to, and watching all sorts of entertainment fare.

Readings and lectures will consider works on effects and appeal of media entertainment, emphasizing emotional reactions. Topics include key concepts of entertainment research such as mood management, and the respective features and emotional/social-psychological effects of genres such as comedy, mystery/crime fiction, thriller, sports, music, horror, and erotica. Genres that are less often associated with entertainment —news, political coverage, and sports—will also be discussed from an entertainment research perspective. Utilizing entertainment research for applied goals will also be part of this class in the discussion of narrative and entertainment persuasion techniques.

COURSE OBJECTIVES

The purpose of this course is to introduce students to theory and research on media entertainment—more specifically, (1) to help the student develop an understanding of what entertainment is, how it works, and what it does for people; (2) to examine and grapple with a number of perplexing theoretical and practical issues involved in developing useful theories of entertainment. The course is designed to advance the following skills: understanding and applying entertainment phenomena as a fundamental approach to appeal to diverse audiences and to involve them strongly with messages, which can be fictional or within news coverage, health or political campaigns, and even organizational and interpersonal strategic communication; and analyzing complex messages and phenomena to identify overarching patterns.

Professional skills relating to the creation of compelling dramaturgy and appealing characters in order to appeal to emotions are usually most prominent in the entertainment context, but in our entertainment age, have become an important skill in almost every communication context.

How this Course Works – Live Sessions, Online Material, Content Postings

The posted online lectures will consist of narrated PowerPoint presentations (as MP4 file) and/or recorded zoom lectures (MP4 files), as well as presentation handouts. Additionally, you will find instructions for the 'topic-expansion' assignments posted on Carmen. All material will be available under Modules on Carmen/Canvas.

The class sessions will be recorded, but optional live sessions will be held via video conferencing (see schedule). Attending the live Zoom sessions is not mandatory but provides additional learning opportunities.

New content will be provided on days for which class time is officially scheduled, with related due dates within 2 days for "Brief Reflection Exercises" and four days later for "Topic-Expansion Assignments." Thus, blocking the originally scheduled class times [Th 12:40PM - 2:30PM] for work in this class, as well as reserving time windows for 'homework', will help to stay on track.
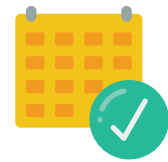
You will receive regular information about the posting of new lecture content, upcoming assignments, and news weekly per Carmen announcement. Thus, make sure to check your email/announcements regularly. However, information about tasks and deadlines is always posted on Carmen under Modules, following the schedule structure in the syllabus.

> **Copyright Disclaimer**
> Per the Study Code of Conduct, you may not share recorded lectures or other class materials with anybody not officially enrolled in this class. Sharing material like this is a copyright violation.

WHAT DO I NEED TO DO FOR CLASS?

Short Version: Work through the online material/lectures regularly as soon as they are released, reflect on the topics, complete assignments on time, participate in class activities and cooperate with others when possible or mandatory, always cite sources of used material/information, follow academic conduct rules, ask questions and also have a little fun with the class. Assignments are designed to include exchange with other students to increase learning and reflection.

Longer Version: Follow online instructions very carefully, participate in online class activities and assignments, take your notes while working through class content, ask questions if you are not sure about a topic, and reflect on things based on your own experiences and ideas. You will get opportunities to discuss your thoughts with other students in class and hear their views. The more you are willing to reflect on class topics and activities, the better the chance to make it a really good learning experience for you and others with whom you may work together.

This class is an online class with a combination of live and asynchronous tasks/activities. While the goal of online teaching is to increase learning flexibility and efficiency, students are more challenged to set up their own learning schedule and pace. It is important to keep track of all the online assignments and deadlines to complete the class successfully. All necessary information to do so is posted on Carmen under Modules, is part of this syllabus, and is provided through announcements/email.

This is a 3-credit hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent with instruction material and Carmen activities and 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. However, the time necessary to succeed in class also depends on every student's learning pace.

RECOMMENDED READINGS
Readings will consist of book chapters from edited volumes and reviews in journal articles, compiled in an online reader, accessible through the course website on Carmen.

STUDY GUIDANCE
Study questions/guidance will be posted on the Carmen Website. These guides will reflect the course material and should be a great help for you to work on the content, either individually or with classmates. You can answer these questions, discuss them in a group, and provide carefully written responses to your instructor or TA in case you are uncertain or desire feedback. Your instructor can provide individual feedback or use responses to clarify questions for the class.

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

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen (Carmen accessibility), visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
  - Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen
- **Carmen Zoom:**
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom in addition to some live class sessions.
  - 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.
  - Carmen Zoom help guide

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen and Carmen Zoom

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

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

POLICIES

Attendance and Timely Completion of Assignments

1. Exams are to be taken on the designated exam dates; any assignments must be completed by the assigned deadlines.
2. It is your responsibility to note the day/time of exams and assignment deadline NOW and make sure you will be able to attend all the exams and complete the assignments. It is recommended that you **schedule a regular time window in your calendar for the online activities and allow some 'buffer' time.** If you have any schedule conflicts, you should either rearrange your schedule so that you can complete all of the work—or drop the class.
3. In order to allow for compensation of missed sessions and activities due to illness etc., the grading policy includes a 'drop lowest score' component to make up for absences.
4. You must provide documentation for illnesses or other legitimate reason for absence, so we can potentially work with you **if extended or several absences** occur. Please upload the absence documentation to the Carmen dropbox folder "Absence - Disabilities - Travel Letter - DOCUMENTATION" as soon as possible. You can take a photo of a document and upload. Only you and the instructor can see these files on Carmen. This helps the student and the instructor to keep track of the documentation and absences.
5. For a missed **Brief Reflection Exercise, as soon as a SECOND** opportunity is missed due to a legitimate and documented reason, you should inform your instructor via email.
6. Given that you can drop the four lowest scores from the Topic Expansion Assignments and have more than 5 days to complete these activities, you would need extensive documentation to become eligible for a make-up assignment. This situation has never occurred so far.
7. If you miss an exam, email your instructor as soon as possible and upload the documentation to the Carmen dropbox folder "Absence Documentation," or we may not be able to allow a make-up exam. Make-up exams will only be allowed if the exam was missed due to illness or other legitimate reason
No make-up exams or deadline extensions are allowed except in the case of an emergency. Having more than one exam on a particular date does <u>NOT</u> qualify as an emergency.

Readings & Participation: Students are expected to participate fully and positively in class discussions and activities. The reading material might be more easily 'digested' after the associated class session but should be read before the exam/homework linked to it.

Course Communication: Some course materials will be presented online, and some course communication will use online channels. Hence, it is absolutely essential that you have access to the Internet and a working OSU e-mail address. Online discussions, chats, and other forms of online interaction may be conducted through Carmen.

Instruction/class feedback: Your instructor may send out questionnaires for informal, anonymous feedback, in addition to the standard "student instructor evaluations" at the end of the semester. In addition, you may provide input at any point through this anonymous online form at: https://osu.az1.qualtrics.com/jfe/form/SV_1G1bq7cub7NSlgx
Of course, I am always happy to hear from you personally about your learning experience and any challenges you may face. I will do my best to improve and adapt.

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

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

ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT
It is imperative that all work you submit be your own. When you use someone else's ideas, you must give proper credit to the original author(s). Please adhere to the 7th APA manual of style when citing others' work.
According to the Committee on Academic Misconduct "Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process." Further, the term "academic misconduct" includes all forms of student academic misconduct wherever committed and is 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). It is the responsibility of the Committee of Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/).
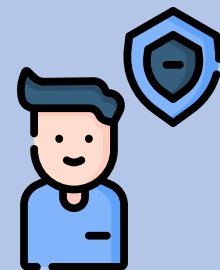
**Accessibility Accommodations for Students with Disabilities**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The Carmen dropbox folder "Absence - Disabilities - Travel Letter - DOCUMENTATION" allows you to share and store any documentation related to disabilities. Only you and the instructor (and TA) can see these files on Carmen. This helps the student and the instructor to keep track of the documentation.

PLEASE TAKE CARE OF YOURSELF (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.
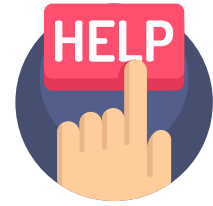
If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting **ccs.osu.edu** or calling 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. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

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.

TITLE IX

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

EVALUATION
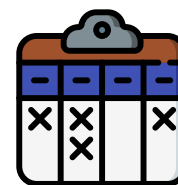
The maximum of regular points is 100.

Grading Scheme. The OSU "standard scheme" of grading as implemented by Carmen is used. Points are displayed on Carmen's grade book.

Here is the **OSU "standard scheme" IN PERCENTAGE RANGES**: 93 - 100 (A), 90 - 92.99 (A-), 87 - 89.99 (B+), 83 - 86.99 (B), 80 - 82.99 (B-), 77 - 79.99 (C+), 73 - 76.99 (C), 70 - 72.99 (C-), 67 - 69.99 (D+), 60 - 66.99 (D), Below 60 (E). Note that there is *no rounding* in the points system.

Final Grade Components	Maximum Points
• Three exams, approx. 30 questions each, worth 15-16 pts each	47 points
• Eight Brief Reflection Exercise points, 1 pt. each MORE OPPORTUNITIES THAN NEEDED FOR MAXIMUM POINTS WILL BE OFFERED	8 points
• Three exam preparation activities, 1 pt. each	3 points
• Ten topic-expansion assignments, 6 pts max each, three lowest scores will be dropped	42 points
Total	100 points

Bonus points/extra credit as offered to everyone in the class—no individual arrangements! There will be no opportunities to re-take exams, re-complete assignments, or complete additional work in order to raise your grade. Points posted can be disputed within 1 week.

GRADING COMPONENTS

Brief Reflection Exercises (BRE). Topic-focused questions and activities will be presented during lecture to allow students to earn points for participation. These points can only be earned within 2 days after the lecture was held/posted—no late submissions. See section above "Attendance and Timely Completion of Assignments" for make-up policy.

In most lectures, there will be Brief Reflection Exercises to encourage you to take a few minutes to work on an assigned topic. BREs must be completed within two days, due at noon on Saturdays. They should help you to reflect specific topics of the current lecture. Review the lecture material under Modules regularly on those days so you do not to miss any assignment deadlines.

Exams (online). The information taught before an exam will be tested on this exam, administered via CARMEN. It will not be tested on the following exam again (exams in this class are not cumulative).

The exams will cover the material discussed in the lectures and the readings and will consist of multiple choice and short answer questions. The questions will be designed to test not only your recall of information, but also your ability to apply the information to real-world situations and specific media content. In addition, questions will be designed to tap your ability to compare theories and critically evaluate their relative strengths and weaknesses.

Please see the attached schedule for the exact date and time each exam will take place. Any changes of the class schedule will be announced via Carmen. You must plan your schedule to take the exams on the scheduled days in the designated time windows.

Any behaviors suspected as academic misconducts before, during, or after the exams will be reported to the Committee on Academic Misconduct. Please see the ***Academic Misconducts*** section for more details.

Exams are designed as Carmen Quizzes (multiple-choice, possibly short response questions). The overall exam time is 45-50 minutes for 26-35 questions. Make-up exams will only be offered for medical or other similar, legitimate reasons. Failure to take an exam will result in a zero points.

The online exams have to be completed within the scheduled time window. Starting toward the end of the time window may reduce the time students have to answer the questions. For example: time window is 8:00 a.m. to 8:00 p.m. on the scheduled day and students have 45 minutes to complete. A late start at 7:30 p.m. will leave 30 minutes to complete the exam and not 45 minutes because the online exam closes when the time window elapses. The exams are NOT subject to a "drop lowest score" policy. Each exam counts towards your final grade.

Online exam prep activities. Before each exam, an online announcement will provide you with access to google spreadsheet. On that spreadsheet, find your name and work on the term that was assigned to you. You are asked to do 3 things (which apply well for most listed terms), with correct spelling and grammar: 1) Provide a carefully worded definition or explanation for the term/concept/theory. 2) Give an example in your own words—again, carefully worded and with correct spelling and grammar. 3) Provide personal comment or question to encourage further thinking about the term/concept/theory.

There will be more than one student working on each term, but DON'T just copy from another entry! If your entry does not meet the requirements above or after the deadline stated in the announcement, you may not receive point(s) or only partial points.

Topic-expansion assignments (TEA).

- The TEA are designed as discussion forums on Carmen. Occasionally, these activities will be performed in small teams of students. To keep things interesting and to address a variety of learning goals, the TEA will be diverse.
- In one case, the TEA is a group assignment – groups will be compiled through CARMEN assignment – for which you should factor in time to coordinate with other group members.
- There will be 10 opportunities for TEA, the three lowest scores will be dropped. The TEA instructions will be posted on a weekly basis after the class meeting/lecture posting.
- You can find brief descriptions of the TEA on the schedule; again, detailed instructions will be posted each week right after the class meeting.
  Additionally, grading rubrics will be provided to clarify how the TEA are graded.
- Typically, students are asked to write 700-800 words in response for each TEA. The instructions for an activity will specify length requirements.
- Please generally paste your activity submissions directly into your discussion post (as opposed to posting a PDF or WORD file). Occasionally, the instructions for an activity will specify if a file can be uploaded. For example, for "TEA 1", please paste your reflections from "Part Two" directly into the discussion post and attach the log file from "Part One" as an attachment file.
- **All TEA submissions are due 8:00 PM Monday the following week. Late submissions within four hours after the deadline will be penalized with a 1 pt subtraction; submissions after 11:59 pm on that Monday will not earn points. The discussion board closes at 11:59 PM each**

Monday. The related online comments on other students' postings are due 11:59 PM Monday of the same week.

- It is recommended that you **schedule a regular time window in your calendar for the online activities and allow some 'buffer' time.**
- If you run into technical issues with posting, please let your instructor/TA know (sometimes we just need to fix a small Carmen setting). However, make sure not to wait with posting your work until 2 minutes before deadline ;-)
- Again, in order to allow for compensation of assignments due to illness etc., the grading policy includes a 'drop lowest score' component. See section above "Attendance and Timely Completion of Assignments" for make-up policy.

HOW TO POST ACTIVITY SUBMISSIONS ON CARMEN DISCUSSIONS:

1. You can find the discussion thread for each week's activity on Carmen under "Discussions" or under the week's "Modules"
2. Click the title (e.g., "TEA 1", probably displayed in green), **read the instructions**, and complete the activity
3. I recommend that you apply the grading rubric to your own assignment, to make sure you hit all the points!
4. When you are ready to post your activity submission, click "Reply" underneath the discussion thread
5. Just enter a title like "John Doe, TEA1 Comm3413" or some catchy title in your post.
6. You will paste your response into the text field here.
7. <mark>**Triple-check that your post was really uploaded.**</mark> We cannot give points if we find only an empty post. (In the exception that Carmen is 'down' and you worry about the deadline, you can email your post to the instructor/TA.)

The activities will always include an **online commenting component**—so you will read other students' submissions and provide input on them, and you will also receive feedback from other students. The commenting component helps greatly with learning from each other and understanding issues on media and society from other people's perspective. To post a comment, click "Reply" underneath the post you would like to comment on, and type directly in the text box. You must post your own activity submission first before you can see other students' submissions and post your comment.

Online comments, as a general rule, must be **at least 50 words long, with substantive reference to the post and to the theory/issue.** Thus, to receive points, the comment should be at least 50 words long, consist of full sentences that have substance, and demonstrate that you have read the short paper of the other student and seriously reflected on it.

- Harsh critique or unqualified/inappropriate posts are not appreciated and may lead to a point reduction of your TEA grade.
- Comments on comments are not allowed. Your post must relate only to the original post of a fellow student's short paper.
- Only five comments are allowed per original post. That means that you need to read and comment on a paper that wasn't already commented by five other students.
- You can only earn points for your comment if you have also posted your own submission. Other students' submissions will only be visible to you after you have posted your own submission.

Scheduling may be subject to change.

Note: Links to the resource are provided on Carmen under topic headings. Please items marked with an asterisk (*) are taken from texts which are available through the OSU library as an eBook. be aware that the license for some items restricts the number of users who can access the title at any given time. We do our best to provide you with affordable online access to the readings while observing copyright restrictions. Technical difficulties with access may often occur as a result of individual computer settings, which we cannot address. I strongly recommend that you keep up with accessing the files at the pace of the class.

Date / Topic / Key Theory Brief Reflection Exercise (BRE) embedded in lectures		Topic-Expansion Assignments TEA (due Mondays)	Readings
Week 1/14 Introduction [optional zoom session 12:40PM]	What is Entertainment	TEA 1: Entertainment Use and Experience Log Keep track of your thoughts and feelings during an hour of entertainment viewing and reflect on these responses	*__Klimmt & Vorderer__, 2009: 'Media Entertainment' (specifically pp. 345-350)
Week 1/21 History of Entertainment [optional zoom session 12:40PM]	History of Entertainment	TEA 2: Entertainment throughout History Select a time period & find out what people did for entertainment during that period	*__Zillmann__, 2000a: 'Coming of Media Entertainment'
Week 1/28 Relationships with Characters [optional zoom session 12:40PM]	Parasocial interactions/ relationships	GROUP WORK – PLAN AHEAD! Group assignments on Carmen TEA 3: Building Knowledge on Relationships with Characters Examine definitions of related concepts & prepare a presentation explaining that concept	__Horton & Wohl__, 1956: 'Mass Comm & Para-social' (specifically pp.215-223) __Hoffner & Buchanan__, 2005: 'Young Adults' Wishful Identification' (specifically pp. 325-333)
Week 2/4 Mood management [optional zoom session 12:40PM]	Mood management	TEA 4: Explore the Research on Mood Management Review & summarize mood management theory, find examples & counter-examples, then read & discuss empirical research on the theory	__Knobloch-Westerwick__, 2006: 'Mood Management Theory'
Week 2/11 EXAM			
Week 2/18 Suspense [optional zoom session 12:40PM]	Excitation transfer/ affective disposition theory	TEA 5: What Creates Suspense? Utilize the concepts and theories about suspense to write an original suspense story and explain its appeal	__Zillmann__, 1996: 'Psychology of Suspense'; __Raney__, 2004: 'Expanding Disposition Theory' (specifically pp. 348-361)
Week 2/25 Mystery Tragedy [optional zoom session 12:40PM]	Structural affect theory Meta-emotions	TEA 6: Ponder the Meaning of Life through Tragedy Select a meaning-of-life concept (family, friendship, love, etc.) & find a tragedy that depicts/resonates that concept	__Oliver & Woolley__, 2010: 'Tragic & Poignant Entertainment' __Knobloch-Westerwick & Keplinger__, 2006: 'Mystery Appeal'

Date / Topic / Key Theory Brief Reflection Exercise (BRE) embedded in lectures		Topic-Expansion Assignments TEA (due Mondays)	Readings
Week 3/4 Humor & Comedy [optional zoom session 12:40PM]	Relief, incongruity & disparagement theory	TEA 7: Stereotypes & Humor in Entertainment Select a group that the media tend to present in a stereotypical way for humor & discuss how these portrayals contrast with real world	*Zillmann*, 2000b: 'Humor and Comedy'
Week 3/11 Music [optional zoom session 12:40PM]	Social identity theory	No assignment – 'a taste of spring break'	*Harwood*, 2017: 'Music and intergroup relations'
Week 3/18 EXAM			
Week 3/25 Horror Erotica/Pornography [optional zoom session 12:40PM]	Sensory delight / desensitization	TEA 8: Interview about Responses to & Enjoyment of Horror Design and conduct an interview addressing your interviewee's fear responses to & enjoyment of horror	**Sparks & Sparks*, 2000: 'Violence, Mayhem, and Horror'; *Manning*, 2006: 'Impact of Internet Pornography'
Week 4/1		Instructional break	
Week 4/8 News Political Entertainment Sports [optional zoom session 12:40PM]	Cognitive dissonance in entertainment	TEA 9: Political Entertainment A 'jigsaw' activity where you will work with other students to piece a multi-fold reflection together when considering all discussion postings from the class	*Bennett*, 2012: 'News Stories', Chapt. 2 (specifically pp. 42-48; further elaboration offered on pp. 48-66) *Holbert*, 2005: 'Entertainment Television and Politics' *Raney*, 2006: 'Why We Watch Sports'
Week 4/15 Narrative Persuasion & Education-Entertainment [optional zoom session 12:40PM]	Social cognitive theory Extended ELM	TEA 10: Design an Intervention for a Social Issue Select a social issue of your interest (eating healthy, texting & driving, political participation, etc.) & design a message for a target audience using narrative persuasion	*Moyer-Gusé*, 2008: 'Entertainment Persuasion'
Week 4/22 Catch-up / Final Exam Review			
TBD FINAL EXAM			