

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3450
Course Title Media and Citizenship
Transcript Abbreviation Media & Citizen
Course Description This course provides an overview of media's role in citizenship by learning about media industry operations, how media influence us, critical evaluation of media, media responsibility and literacy, and how our experiences and biases affect the current relationship between mass media and democracy. We will learn how to engage with media to promote informed, active, and responsible citizenship.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0102
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Content Topic List

- Understand how media engagement relates to citizenship engagement for individuals and groups
- Value the importance of this relationship regarding the impact on individuals and society at large
- Understand the current status of media and citizenship both in America and abroad
- Describe current issues that make this relationship particularly relevant today as well as historically
- Describe media practices and how they can influence media and citizenship for individuals and groups
- Understand cognitive processes and individual differences that influence media and citizenship
- Recognize and evaluate intentional media effects
- Recognize and evaluate incidental media effects
- Describe and apply methods of evaluating media
- Develop self-reflective abilities to understand our role in seeking out and engaging with media
- Improve media literacy skills

Sought Concurrence

No

Attachments

- Comm 3450_Media and Citizenship.docx: Proposed course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated August 2019.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Media and Citizenship Syllabus Online.docx: Proposed online course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- ASC Technical Checklist COMM 3450 Foster.pdf: ASC Technical Checklist
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

- Returned at dept request *(by Vankeerbergen,Bernadette Chantal on 09/09/2019 09:33 AM)*

COURSE REQUEST
3450 - Status: PENDING

Last Updated: Haddad,Deborah Moore
09/09/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	08/22/2019 03:47 PM	Submitted for Approval
Approved	Kline,Susan Lee	08/22/2019 03:48 PM	Unit Approval
Approved	Haddad,Deborah Moore	08/22/2019 03:58 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/09/2019 09:33 AM	ASCCAO Approval
Submitted	Butte,Kylie M.	09/09/2019 09:45 AM	Submitted for Approval
Approved	Kline,Susan Lee	09/09/2019 09:45 AM	Unit Approval
Approved	Haddad,Deborah Moore	09/09/2019 12:18 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/09/2019 12:18 PM	ASCCAO Approval



COMM 3450- Media and Citizenship
Spring 2020
Tues/Thurs 11:10-12:30

Instructor:

Melissa Foster, PhD

Email: foster.1182@osu.edu

Office: Journalism 315

Office hours: Wednesdays and Fridays from 11:30-1:30 and by appointment

TAs: TBD

Course Overview:

The main purpose of this course is to learn how to consume media and participate in interactive media in ways that promote informed, active, and responsible citizenship. Understanding how media industries operate, how media influence us, how we influence media, how to critique media for accuracy, and how cognitive processing and individual differences impact the way we engage with and process media is vital to decision making that benefits individuals and society at large. Thus, this course provides an overview of media and its role in citizenship in contemporary democracies. We will critique and analyze individual media examples, the audience the media is intended for, the mediated communication environment, the media industry, and media professions. We will particularly focus on advertising, electronic media/social media, public relations, and journalism with respect to informed citizenship. We will also focus heavily on the different ways people use media content, and how they evaluate the value and believability of that content. Thus, in this course, students will learn how the media industry works, how various media impact them, how to critically evaluate media, how to engage in media responsibility, and how our own personal experiences and biases affect the way we interpret media in terms of citizenship.

You'll be responsible for material covered in the lecture and in assigned readings from Carmen (see below).

Course Objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Communication 3450 fulfills this requirement by providing lecture materials that utilize key social science theories and methodologies to help us understand individual and group behavior in terms of

media use for information acquisition, decision making, and self-reflection. Quizzes assess general understanding of these theories while discussions and short written assignments encourage students to apply theories to real-world behaviors.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Communication 3450 fulfills this requirement by providing opportunities for students to make connections between lecture materials and observable behaviors of individuals and groups. Weekly assignments include discussions and short written assignments in which students provide examples of communication from various platforms and analyze the effects of these messages in terms of media industries, social and cultural contexts, and individual cognitive processes. Understanding these effects is vital to critical thinking regarding citizenship in personal life as well as public policy.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Communication 3450 fulfills this requirement by emphasizing in lecture and in assignments the important iterative connection between media and social change. Through lecture and weekly written assignments, students will explore the influence of media effects, individual differences in attending and processing media, and self-reflection on citizenship.

Other Course outcomes:

1. To help students develop an appreciation for media and citizenship

- Understand how media engagement relates to citizenship engagement for individuals and groups
 - Value the importance of this relationship regarding the impact on individuals and society at large
 - Understand the current status of media and citizenship both in America and abroad
 - Describe current issues that make this relationship particularly relevant today as well as historically
- Students will learn about the relationship between mass media and social and political decision making both in the United States of America and abroad

2. To introduce students, through the study of theories, research methods, and industry practices, to the process of how people engage with media

- Describe media practices and how they can influence media and citizenship for individuals and groups
 - Understand cognitive processes and individual differences that influence media and citizenship
 - Recognize and evaluate intentional media effects
 - Recognize and evaluate incidental media effects
- Students will examine real-world media examples through the lens of social science methods and theories to better understand and predict behavior in terms of policy support and social change

3. To develop abilities and skills in media literacy and apply these media literacy skills to social policy making and problem solving toward enhancing citizenship.

- Describe and apply methods of evaluating media
- Develop self-reflective abilities to understand our role in seeking out and engaging with media
- Improve media literacy skills

-Students will improve skills in interpreting and predicting behaviors of others as well as self-reflection regarding how people consume and contribute to mass media in ways that influence social and political culture

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

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

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 free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Course Requirements:

Reading Materials:

Assigned Readings Posted on Carmen (there is no text book for this class)

Assessments:

Quizzes: Weekly, online, timed quizzes will assess students' general understanding of the lecture

materials and assigned readings and videos. Quizzes will include multiple-choice, True/False, and short answer items. Quizzes will have approximately 10 questions and a time limit of 15 minutes.

Exams: Timed exams will assess students' general understanding of the lecture materials and assigned reading and videos. Each exam will have 25s questions which may include multiple-choice, true/false or fill-in-the-blank items.

Discussion Assignments: Students will post an original response to prompts in Carmen and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course.

Reflection Paper: In approximately two pages, students will summarize the main reasons why understanding media use is important for improving citizenship behaviors, how people influence media and media influence people, and what they can do to engage with media critically and responsibly.

C-REP: Students will participate in research studies and/or complete written assignments to better understand social science theories and methods.

An overview of the assignments is listed below. A detailed checklist with due dates is at the end of the syllabus. We will have 1000 points possible in the class. Your points are allocated as follows:

Requirement	Points/Percent of Final Grade
Quizzes	250 points total (12 quizzes will be given over the semester. The two lowest quiz scores will be dropped. So remaining quizzes are 25 points each)
Exams (3)	75 points each (225 points total)
Discussion Assignments	450 points (12 discussion assignments. The lowest 2 scores will be dropped. So, the remaining 10 assignments will be worth 45 points each)
Reflection Paper	25 points (reflect on the semester)
C-REP	50 points
Total Points	1000

To obtain your final grade, we simply add all of your points up at the end of the course. I use the standard OSU grading scheme:

Letter Grade	Percent
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9

D+	67-69.9
D	60-66.9
Failing	0-59.9

Please note: Carmen Canvas, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don’t round up individual grades, no matter how close you may be; it’s not fair to other students.

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

Classroom Policies:

Please keep track of when things are due. The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time. I will provide a check list for assignments that you can print out if you’d like and check items off as we go. Previous students have found this helpful.

Additionally, I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen. The discussion boards can be particularly valuable for finding answers to questions you may not have even realized you had 😊

Late work and submission details: Late work will not be accepted without documentation of severe illness or emergency. This documentation must include a relevant date and needs to come from a reputable source (e.g. a doctor’s office or police report). This documentation should be submitted **before** the assignment is due, except for dire and unforeseen emergencies. The documentation must provide information relevant to the urgency of the situation (e.g. an emergency room visit is an emergency, seeing your doctor because you had a common cold is not). While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Remember that many of your lowest grades are already dropped, so there is very little room (if any) for late work. **Don’t wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Once you have uploaded your work, please double check to be sure that it was uploaded properly and that you uploaded the correct document as late work will not be accepted without documentation of severe illness or emergency. You can view your submission within the Carmen system to be sure it submitted properly (see “Verifying that you submitted your assignment”) below.

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made

If you are permitted an extended deadline, please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism software in Carmen. It will not be counted as submitted until you have submitted it to Canvas.

Before you submit an assignment:

All writing assignments and exams must be submitted to our class website by the deadline. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review

to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.

When you are ready to submit your assignment or exam, make certain it is in "doc" or "docx" format. Also, make certain you have a reliable Internet connection. Some local restaurants have very unreliable connections that you will not notice as unreliable until you try to submit a document or watch a longer video. A popular restaurant on Lane Avenue that has pretty good cinnamon rolls, for example, will cut out often, and has been known to result in corrupted papers, etc. If your home or apartment does not have reliable service, try an on-campus computer lab or library.

Remember to leave yourself enough time to verify that your submission went through.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen...

Here it is step by step:

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

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

Grade Disputes: Remember that any dispute about a grade must be taken up with your TA or the professor **within one week of the grade posting**, so please keep track of your grades and check them when you see an announcement. When grades are posted, they will be announced on the website, so please don't email your TA to ask if grades are finished. If there is a post on Carmen that says the grades have all been entered, and you don't have a grade, then you need to contact your TA. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed.

Page Limits: Papers with page limits must use APA formatting (12-point, Times New Roman font, 1-inch margins) and must adhere to the page limits. Points will be deducted for going over the limit.

Contact Information for Various Issues

Who to Contact for Specific Problems:

Questions about the course/assignments/lectures/etc: First, post in the discussion area, as that allows the professor, TAs and other students to see issues and respond to everyone in an organized and timely manner. It keeps us all on the same page and allows everyone access to the same information ☺ You should contact your professor or TA via phone or email if your question is of a personal nature.

For personal issues (such as emergency illness or injury), please contact [instructor name and contact info]. For questions about a grade you received, please direct your question to the person who graded your paper (you'll know from the comments who graded it).

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

Problems with your TA or unresolved issues (after trying the above): Contact [put instructor name here if there are TAs, not applicable if there are not]

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

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

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

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, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

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

<https://outlook.office.com/owa/?path=/attachmentlightbox>

Tentative Course Schedule

Section A: Concepts and the Current Status of Media and Citizenship

Modules	Assignments	Due Dates	Check Box
Module 1: Course Introduction	Lecture 1A: Concepts, assumptions, and definitions	Tuesday, January 7th	
	Lecture 1B: Why do we care about media and citizenship?	Thursday, January 9th	
	Lecture 1C: APA format	Tuesday, January 14th	
	Lecture 1D: Guest lecture (importance of media to politics)	Online, watch before January 14th	
	Readings: (1) Lister Chapter 1: What is Citizenship (2) Scheufele, D. A. Examining differential gains from mass media and their implications for participatory behavior. Communication Research, 29, 46-65.	Read before January 14th	
	Quiz #1 (Syllabus Quiz)	Due January 14 th at 11:59pm	
	Discussion #1 (Introduction Post, details on Carmen)	Original post due January 14 th at 11:59pm; responses to at least 2 classmates due January 16 th at 11:59pm	
	C-REP	Due dates available in the C-REP student guide	
Module 2: Current Status of Media and Citizenship	Lecture 2A: Media and Citizenship in America (e.g. media literacy, voting, information seeking, etc...)	Thursday, January 16th	
	Lecture 2B: Media and Citizenship Globally (Guest Lecture: Jeff Trimble)	Tuesday, January 21st	

	Lecture 2C: The relationship between media and citizenship globally and in the US (Guest lecture: Jeff Trimble)	Online, watch before January 21st	
	Lecture 2D: Global vulnerabilities to disinformation (Guest lecture: Erik Nisbet)	Online, watch before January 21st	
	Reading: (1) A Better Life for All? Consumption and Citizenship in Post-Apartheid Media Culture— <i>M. Iqani</i> . (2) Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: http://purl.stanford.edu/fv751yt5934	Read before January 21st	
	Quiz #2: Covers material from Modules 1 and 2	January 21 st at 11:59pm	
	Discussion #2: Please find a news article from the list of American news outlets and a news article on the same topic from the list of non-American news outlets. Compare and contrast the articles. Details available on Carmen.	Original response due January 21 st at 11:59pm, responses to at least 2 classmates due January 23 rd at 11:59pm	
Module 3: Current challenges regarding democracy and new technology: Algorithms and bots, a case study of Facebook	Lecture 3A: Facebook and politics, government reactions	Thursday, January 23rd	
	Lecture 3B: What is the future of algorithms and bots in social media and other internet media?	Tuesday, January 28th	
	Reading: (1) The prologue from “Zucked”, pages 1-12. (2) Algorithms, Bots, and Political Communication by Howard, Woolley, and Callo	Read before January 28th	
	Quiz #3: Covers material from Module 3	January 28 th at 11:59pm	
	Discussion #3: Based on the information in reading and lecture this week (please include citations), how do you feel overall about the	Original post due January 28 th at 11:59pm; responses to at least 2	

	<p>impact of social media on democracy? What, if anything, do you think should be done to improve the relationship between social media and citizenship (support your statements). Details available on Carmen.</p>	<p>classmates due January 30th at 11:59pm</p>	
<p>Module 4: Current challenges regarding democracy and new technology: Information Bubbles</p>	<p>Lecture 4A: How did filter bubbles develop? The race for relevance</p>	<p>Thursday, January 30th</p>	
	<p>Lecture 4B: Impact of filter bubbles: The user is the content</p>	<p>Tuesday, February 4th</p>	
	<p>Lecture 4C: Selection bias (Guest lecture)</p>	<p>Online, watch before February 4th</p>	
	<p>Reading: (1) Introduction from “The Filter Bubble” pages 1-20 (2) Fletcher and Nielson “Are news audiences increasingly fragmented”</p>	<p>Read before February 4th</p>	
	<p>Quiz #4: Covers material from Module 4</p>	<p>February 4th at 11:59pm</p>	
	<p>Discussion #4: Please write a discussion question for your group based on the readings. Be sure to reference the reading in your question. (details on Carmen)</p>	<p>Original post due February 4th at 11:59pm, respond to at least 2 classmates by February 6th at 11:59pm</p>	
<p>Module 5: Decision making for citizenship</p>	<p>Lecture 5A: What kinds of decisions are important for citizenship? Can someone be “apolitical”?</p>	<p>Thursday, February 6th</p>	
	<p>Lecture 5B: Belief in science and science journalism. Science-based or science comm based decisions for individuals and groups.</p>	<p>Tuesday, February 11th</p>	
	<p>Lecture 5C: Political and media use decision making (Guest lecture)</p>	<p>Online, watch before February 11th</p>	
	<p>Reading: (1) Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. <i>Public Opinion Quarterly</i>, 15, 635-650. (2) Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily manipulated by misleading statistics. <i>Quartz</i>. Retrieved from</p>	<p>Read before February 11th</p>	

	https://qz.com/643234/cambridge-professor-on-how-to-stop-being-so-easily-manipulated-by-misleading-statistics/		
	Quiz #5: Covers material from Module 5	February 11 th at 11:59pm	
	Discussion #5: Please choose one of the topics from the list of public policies and read one of the news articles for that topic. Compare and contrast the news coverage with the original peer-reviewed article. Assignment details available on Carmen.	Original post due February 11 th at 11:59pm, respond to at least 2 classmates by February 13 th at 11:59pm	
	Exam #1: Covers everything in Section A	Thursday, February 13th	

Section B: Our Relationship with Media

Module	Assignment	Due Date	Check Box
Module 6: Industry practices that influence democracy	Lecture 6A: Big media...How big industries influence media and citizenship, monopolies, trusts, economic perspectives	Tuesday, February 18	
	Lecture 6B: Big media continued	Thursday, February 20	
	Lecture 6D: Other media professionals and the roles they play in democracy	Online: Watch before February 20th	
	Reading: (1) Chapters 6 and 7 from Potter's Media Literacy book (2) Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. <i>The Concourse</i> . Retrieved from: https://theconcourse.deadspin.com/how-americas-largest-local-tv-owner-turned-its-news-anc-1824233490	Read before February 20th	
	Quiz #6: Covers materials from Module 6	February 20 th at 11:59pm	
	Discussion #6: Please write a paragraph approximately 350 words arguing in favor of large media monopolies and another app 350-word paragraph arguing against large media monopolies. Assignment details in Carmen	Original post due February 20 th at 11:59pm, respond to at least 2 classmates by	

		February 25 th at 11:59pm	
Module 7: Intentional media effects that influence democracy	Lecture 7A: Dishonest, motivations, ability, and the impact on citizens and consumers	Tuesday, February 25th	
	Lecture 7B: Logical fallacies in political discourse and civility	Thursday, February 27th	
	Reading: (1) Pages 376-396 in Potter's Media Literacy (2) Leckrone, B. (2018, February 21). Here's how the Russians targeted Ohio for the 2016 election. The Columbus Dispatch. Retrieved from https://www.dispatch.com/news/20180220/heres-how-russians-targeted-ohio-for-2016-election	Read before Feb 27th	
	Quiz #7: Covers material from Module 7	February 27 th at 11:59pm	
	Discussion #7: Please choose a news article from the list provided on Carmen and answer questions 1-3 from "Applying media literacy skills issue 3.2" (in Carmen) to analyze the accuracy of the article.	Original post due February 27 th at 11:59pm, respond to at least 2 classmates by March 3 rd at 11:59pm	
Module 8: Incidental media effects that influence democracy	Lecture 8A: Violence in the media and the impact on individual people and society at large	Tuesday, March 3rd	
	Lecture 8B: Stereotypes and misrepresentation in entertainment media and how this influences politics	Thursday, March 5th	
	Reading: (1) Chapter 8 from Potter's Media Literacy, (2) Chang & Bushman article	Read before March 5th	
	Quiz #8: Covers material from Module 8	March 5 th at 11:59pm	
	Discussion #8: Content analysis: Choose either a current movie trailer or a current children's TV show to content analyze (look for things like stereotypes, representation, violence, sexual content, etc...) and provide written advice to parents whose children would like to watch it	Original post due March 5 th at 11:59pm, respond to at least 2 classmates by March 17 th at 11:59pm	
Module 9: Cognitive	Lecture 9A: Selective exposure/Confirmation bias	Tuesday, March 17th	

processes and information seeking			
	Lecture 9B: Cognitive processing	Thursday, March 19th	
	Lecture 9C: Individual biases (Guest lecture)	Online, watch before March 19th	
	Reading: (1) Pearson, G. D. H. & Knobloch-Westerwick, S. (2018). Perusing pages and skimming screens: Exploring differing patterns of selective exposure to hard news and professional sources in online and print news. <i>New Media and Society</i> , 20, 3580-3596. (2) Garrett, R. K., & Weeks, B. E. (2017). Epistemic beliefs' role in promoting misperceptions and conspiracist ideation. <i>PLOS ONE</i> . 1-17.	Read before March 19th	
	Quiz #9: Covers materials from Module 9	March 19 th at 11:59pm	
	Discussion #9: For a period of at least 48 hours, keep track of ALL media that you use or are exposed to. Please provide a summary of your results and some ideas on what you may do to avoid biases like confirmation bias.	Original post due March 19 th at 11:59pm, respond to at least 2 classmates by March 24 th at 11:59pm	
	Exam #2: Covers materials from sections A and B	March 24 th at 11:59pm	

Section C: Action Steps

Module	Assignment	Due Date	Check Box
Module 10: Action Steps...Improving the relationship between media and citizenship	Lecture 10A: Fact checking	Thursday, March 26th	
	Lecture 10B: Evaluating Media	Tuesday, March 31st	
	Lecture 10C: Dealing with disinformation (Guest lecture)	Online, watch before March 31 st	
	Reading: (1) Chapter 15 in Potter's Media Literacy (Helping yourself and others to increase media literacy). (2) Walter, N. (2018).	Read before March 31 st	

	How to unring the bell: A meta-analytic approach to correction of misinformation. Communication monographs, 85(3), 423-441		
	Quiz #10: Covers material from Module 10	March 31 st at 11:59pm	
	Discussion #10: Please choose an advertisement (either print or video) and attach it to your discussion post. In the post, please use the steps discussed in lecture to deconstruct it.	Original post due March 31 st at 11:59pm, respond to at least 2 classmates by April 2 nd at 11:59pm	
Module 11: Ethics and responsibilities	Lecture 11A: Responsible business practices	Thursday, April 2nd	
	Lecture 11B: Personal responsibility	Tuesday, April 7th	
	Reading: (1) Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. <i>New Media and Society</i> , 6(2), pp. 259-283. (2) Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. <i>Behaviour & Information Technology</i> , 35(9), 730-747.	Read before April 7 th	
	Quiz #11: Covers materials from Module 11	April 7 th at 11:59pm	
	Discussion #11: Please watch ONE of the civility-related Ted Talks listed on Carmen and write your response to it.	Original post due April 7 th at 11:59pm, respond to at least 2 classmates by April 9 th at 11:59pm	

	Be sure to include how you think civility may (or may not) impact citizenship		
Module 12: Reflection	Lecture 12A: Review Section A of the course	Thursday, April 9th	
	Lecture 12B: Review Section B of the course	Tuesday, April 14th	
	Quiz #12: Covers review materials	April 14 th at 11:59pm	
	Discussion #12: Please write 5 multiple choice or T/F items as if you were preparing a 5 question exam final exam for this class. Share your 5 questions on the discussion board, and be sure to respond to others by answering their questions and providing feedback on them.	Original post due April 14 th at 11:59pm, respond to at least 2 classmates by April 16 th at 11:59pm	
Module 13: Wrap Up	Reflection Paper (detailed instructions on Carmen)	April 20 th at 11:59pm	
	Exam #3	FINALS WEEK	

Reading List

- Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. *The Concourse*. Retrieved from: <https://theconcourse.deadspin.com/how-americas-largest-local-tv-owner-turned-its-news-anc-1824233490>
- Chang, J. & Bushman, B. (2019). Effects of exposure to gun violence in video games on children's dangerous behavior with real guns. *JAMA*, 2.
- Fletcher, R. & Nielson, R. K. (2017). Are news audiences increasingly fragmented? A cross-national comparative analysis of cross-platform news audience fragmentation and duplication. *Journal of Communication*, 67, 476-498.
- Howard, P.N., Woolley, S., & Calo, R. (2018). Algorithms, bots, and political communication in the 2016

- election. *Journal of Information Technology and Politics*, 15, 81-93.
- Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. *Public Opinion Quarterly*, 15, 635-650.
- Iquani, M. A better life for all? In: Garmen & Wasserman (eds) *Media and Citizenship: Between Marginalization and Participation*, HSRC Press.
- Lister R. (1997) What is Citizenship?. In: Campling J. (eds) *Citizenship: Feminist Perspectives*. Palgrave, London
- McNamee, R. (2019). *Zucked: Waking up to the Facebook Catastrophe*. Penguin Press, New York.
- Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society*, 6(2), pp. 259-283.
<https://doi.org/10.1177/1461444804041444>
- Pearson, G. D. H. & Knobloch-Westerwick, S. (2018). Perusing pages and skimming screens: Exploring differing patterns of selective exposure to hard news and professional sources in online and print news. *New Media and Society*, 20, 3580-3596.
- Potter, W. J. (2019). *Media Literacy*. Sage Publications, California.
- Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily manipulated by misleading statistics. *Quartz*. Retrieved from <https://qz.com/643234/cambridge-professor-on-how-to-stop-being-so-easily-manipulated-by-misleading-statistics/>
- Scheufele, D. A. Examining differential gains from mass media and their implications for participatory behavior. *Communication Research*, 29, 46-65.
- Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. *Behaviour & Information Technology*, 35(9), 730-747.
<http://dx.doi.org/10.1080/0144929x.2016.1143032>
- Walter, N. (2018). How to unring the bell: A meta-analytic approach to correction of misinformation.

Communication monographs, 85(3), 423-441 DOI: 10.1080/03637751.2018.1467564

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information:

The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at:

<http://purl.stanford.edu/fv751yt5934>



COMM 3450- Media and Citizenship Spring 2020 Online

Instructor:

Melissa Foster, PhD

Email: foster.1182@osu.edu

Office: Journalism 315

Office hours: Wednesdays and Fridays from 11:30-1:30 and by appointment

TAs: TBD

Course Overview:

The main purpose of this course is to learn how to better consume media and participate in interactive media in a way that promotes informed, active, and responsible citizenship. Understanding how media industries operate, how media influence us, how we influence media, how to critique media for accuracy, and how cognitive processing and individual differences impact the way we engage with and process media is vital to decision making that benefits individuals and society at large. Thus, this course provides an overview of media and its role in citizenship in contemporary democracies. We will critique and analyze individual media examples, the audience the media is intended for, the mediated communication environment, the media industry, and media professions. We will particularly focus on advertising, electronic media/social media, public relations, and journalism with respect to informed citizenship. We will also focus heavily on the different ways people use media content, and how they evaluate the value and believability of that content. Thus, in this course, students will learn how the media industry works, how various media impact them, how to critically evaluate media, how to engage in media responsibility, and how our own personal experiences and biases affect the way we interpret media in terms of citizenship.

You'll be responsible for material covered in the lecture and in assigned readings from Carmen (see below).

Course Objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Communication 3450 fulfills this requirement by providing lecture materials that utilize key social science theories and methodologies to help us understand individual and group behavior in terms of

media use for information acquisition, decision making, and self-reflection. Quizzes assess general understanding of these theories while discussions and short written assignments encourage students to apply theories to real-world behaviors.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Communication 3450 fulfills this requirement by providing opportunities for students to make connections between lecture materials and observable behaviors of individuals and groups. Weekly assignments include discussions and short written assignments in which students provide examples of communication from various platforms and analyze the effects of these messages in terms of media industries, social and cultural contexts, and individual cognitive processes. Understanding these effects is vital to critical thinking regarding citizenship in personal life as well as public policy.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Communication 3450 fulfills this requirement by emphasizing in lecture and in assignments the important iterative connection between media and social change. Through lecture and weekly written assignments, students will explore the influence of media effects, individual differences in attending and processing media, and self-reflection on citizenship.

Other Course outcomes:

1. To help students develop an appreciation for media and citizenship

- Understand how media engagement relates to citizenship engagement for individuals and groups
 - Value the importance of this relationship regarding the impact on individuals and society at large
 - Understand the current status of media and citizenship both in America and abroad
 - Describe current issues that make this relationship particularly relevant today as well as historically
- Students will learn about the relationship between mass media and social and political decision making both in the United States of America and abroad

2. To introduce students, through the study of theories, research methods, and industry practices, to the process of how people engage with media

- Describe media practices and how they can influence media and citizenship for individuals and groups
 - Understand cognitive processes and individual differences that influence media and citizenship
 - Recognize and evaluate intentional media effects
 - Recognize and evaluate incidental media effects
- Students will examine real-world media examples through the lens of social science methods and theories to better understand and predict behavior in terms of policy support and social change

3. To develop abilities and skills in media literacy and apply these media literacy skills to social policy making and problem solving toward enhancing citizenship.

- Describe and apply methods of evaluating media
- Develop self-reflective abilities to understand our role in seeking out and engaging with media
- Improve media literacy skills

-Students will improve skills in interpreting and predicting behaviors of others as well as self-reflection regarding how people consume and contribute to mass media in ways that influence social and political culture

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, 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.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (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.**
 - [Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - Help guides on the use of Secured Media Library can be found at <https://resourcecenter.odee.osu.edu/securedmedialibrary>
- **Zoom**
 - Office hours will be held through Ohio State's conferencing platform, Zoom. A separate guide to accessing Zoom and office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- **Proctorio:**
 - Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio 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 Proctorio

use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. 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. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

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 free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Course Requirements:

Reading Materials:

Assigned Readings Posted on Carmen (there is no text book for this class)

Assessments:

Quizzes: Weekly, online, timed quizzes will assess students' general understanding of the lecture materials and assigned readings and videos. Quizzes will include multiple-choice, True/False, and short answer items. Quizzes will have approximately 10 questions and a time limit of 15 minutes.

Exams: Online, timed exams will assess students' general understanding of the lecture materials and assigned reading and videos. Each exam will have 25s questions which may include multiple-choice, true/false or fill-in-the-blank items.

Discussion Assignments: Students will post an original response to prompts in Carmen and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course.

Reflection Paper: In approximately two pages, students will summarize the main reasons why understanding media use is important for improving citizenship behaviors, how people influence media and media influence people, and what they can do to engage with media critically and responsibly.

C-REP: Students will participate in research studies and/or complete written assignments to better understand social science theories and methods.

An overview of the assignments is listed below. A detailed checklist with due dates is at the end of the syllabus. We will have 1000 points possible in the class. Your points are allocated as follows:

Requirement	Points/Percent of Final Grade
Quizzes	250 points total (12 quizzes will be given over the semester. The two lowest quiz scores will be dropped. So remaining quizzes are 25 points each)
Exams (3)	75 points each (225 points total)
Discussion Assignments	450 points (12 discussion assignments. The lowest 2 scores will be dropped. So, the remaining 10 assignments will be worth 45 points each)
Reflection Paper	25 points (reflect on the semester)
C-REP	50 points
Total Points	1000

To obtain your final grade, we simply add all of your points up at the end of the course. I use the standard OSU grading scheme:

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

Please note: Carmen Canvas, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don’t round up individual grades, no matter how close you may be; it’s not fair to other students.

Also, please note that Carmen has different settings for viewing your grades. There is a setting in which assignments that are not completed are counted as a “zero” and a setting in which incomplete assignments are

not yet counted in the final grade. So, if you are calculating your grade throughout the semester, make sure you are factoring in any assignments you failed to turn in on time as a “zero”.

Classroom Policies:

Please keep track of when things are due. The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time. I will provide a check list for assignments that you can print out if you’d like and check items off as we go. Previous students have found this helpful.

Additionally, I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen. The discussion boards can be particularly valuable for finding answers to questions you may not have even realized you had 😊

Late work and submission details: Late work will not be accepted without documentation of severe illness or emergency. This documentation must include a relevant date and needs to come from a reputable source (e.g. a doctor’s office or police report). This documentation should be submitted **before** the assignment is due, except for dire and unforeseen emergencies. The documentation must provide information relevant to the urgency of the situation (e.g. an emergency room visit is an emergency, seeing your doctor because you had a common cold is not). While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Remember that many of your lowest grades are already dropped, so there is very little room (if any) for late work. **Don’t wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Once you have uploaded your work, please double check to be sure that it was uploaded properly and that you uploaded the correct document as late work will not be accepted without documentation of severe illness or emergency. You can view your submission within the Carmen system to be sure it submitted properly (see “Verifying that you submitted your assignment”) below.

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made

If you are permitted an extended deadline, please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism software in Carmen. It will not be counted as submitted until you have submitted it to Canvas.

Before you submit an assignment:

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

When you are ready to submit your assignment or exam, make certain it is in "doc" or "docx" format. Also, make certain you have a reliable Internet connection. Some local restaurants have very unreliable connections that you will not notice as unreliable until you try to submit a document or watch a longer video. A popular restaurant on Lane Avenue that has pretty good cinnamon rolls, for example, will cut out often, and has been known to result in corrupted papers, etc. If your home or apartment does not have reliable service, try an on-campus computer lab or library.

Remember to leave yourself enough time to verify that your submission went through.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen...

Here it is step by step:

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

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

Grade Disputes: Remember that any dispute about a grade must be taken up with your TA or the professor **within one week of the grade posting**, so please keep track of your grades and check them when you see an announcement. When grades are posted, they will be announced on the website, so please don't email your TA to ask if grades are finished. If there is a post on Carmen that says the grades have all been entered, and you don't have a grade, then you need to contact your TA. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed.

Page Limits: Papers with page limits must use APA formatting (12-point, Times New Roman font, 1-inch margins) and must adhere to the page limits. Points will be deducted for going over the limit.

Contact Information for Various Issues

Who to Contact for Specific Problems:

Questions about the course/assignments/lectures/etc: First, post in the discussion area, as that allows the professor, TAs and other students to see issues and respond to everyone in an organized and timely manner. It keeps us all on the same page and allows everyone access to the same information ☺ You should contact your professor or TA via phone or email if your question is of a personal nature.

For personal issues (such as emergency illness or injury), please contact [instructor name and contact info]. For questions about a grade you received, please direct your question to the person who graded your paper (you'll know from the comments who graded it).

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

Problems with your TA or unresolved issues (after trying the above): Contact [put instructor name here if there are TAs, not applicable if there are not]

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

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

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

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, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic

misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

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

<https://outlook.office.com/owa/?path=/attachmentlightbox>

Tentative Course Schedule

Section A: Concepts and the Current Status of Media and Citizenship

Modules	Assignments	Due Dates	Check Box
Module 1: Course Introduction	Lecture 1A: Concepts, assumptions, and definitions	Watch before January 14th	
	Lecture 1B: Why do we care about media and citizenship?	Watch before January 14th	
	Lecture 1C: APA format	Watch before January 14th	
	Lecture 1D: Guest lecture (importance of media to politics)	Watch before January 14th	
	Readings: (1) Lister Chapter 1: What is Citizenship (2) Scheufele, D. A. Examining differential gains from mass media and their implications for participatory behavior. <i>Communication Research</i> , 29, 46-65.	Read before January 14th	
	Quiz #1 (Syllabus Quiz)	Due January 14 th at 11:59pm	
	Discussion #1 (Introduction Post, details on Carmen)	Original post due January 14 th at 11:59pm; responses to at least 2 classmates due January 16 th at 11:59pm	
	C-REP	Due dates available in the C-REP student guide	
Module 2: Current Status of Media and Citizenship	Lecture 2A: Media and Citizenship in America (e.g. media literacy, voting, information seeking, etc...)	Watch before January 21st	
	Lecture 2B: Media and Citizenship Globally (Guest Lecture: Jeff Trimble)	Watch before January 21st	
	Lecture 2C: The relationship between media and citizenship globally and in the US (Guest lecture: Jeff Trimble)	Watch before January 21st	
	Lecture 2D: Global vulnerabilities to disinformation (Guest lecture: Erik Nisbet)	Watch before January 21st	
	Reading: (1) A Better Life for All? Consumption and Citizenship in Post-Apartheid Media Culture— <i>M. Iqani</i> .	Read before January 21st	

	(2) Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: http://purl.stanford.edu/fv751yt5934		
	Quiz #2: Covers material from Modules 1 and 2	January 21 st at 11:59pm	
	Discussion #2: Please find a news article from the list of American news outlets and a news article on the same topic from the list of non-American news outlets. Compare and contrast the articles. Details available on Carmen.	Original response due January 21 st at 11:59pm, responses to at least 2 classmates due January 23 rd at 11:59pm	
Module 3: Current challenges regarding democracy and new technology: Algorithms and bots, a case study of Facebook	Lecture 3A: How a good company can go bad (good intentions for technology can have both positive and negative consequences for democracy)	Watch before January 28th	
	Lecture 3B: Facebook and politics, government reactions	Watch before January 28th	
	Lecture 3C: What is the future of algorithms and bots in social media and other internet media?	Watch before January 28th	
	Reading: (1) The prologue from “Zucked”, pages 1-12. (2) Algorithms, Bots, and Political Communication by Howard, Woolley, and Callo	Read before January 28th	
	Quiz #3: Covers material from Module 3	January 28 th at 11:59pm	
	Discussion #3: Based on the information in reading and lecture this week (please include citations), how do you feel overall about the impact of social media on democracy? What, if anything, do you think should be done to improve the relationship between social media and citizenship (support your statements). Details available on Carmen.	Original post due January 28 th at 11:59pm; responses to at least 2 classmates due January 30 th at 11:59pm	
Module 4: Current challenges regarding	Lecture 4A: How did filter bubbles develop? The race for relevance	Watch before February 4th	

democracy and new technology: Information Bubbles			
	Lecture 4B: Impact of filter bubbles: The user is the content	Watch before February 4th	
	Lecture 4C: Selection bias (Guest lecture)	Watch before February 4th	
	Reading: (1) Introduction from “The Filter Bubble” pages 1-20 (2) Fletcher and Nielson “Are news audiences increasingly fragmented”	Read before February 4th	
	Quiz #4: Covers material from Module 4	February 4 th at 11:59pm	
	Discussion #4: Please write a discussion question for your group based on the readings. Be sure to reference the reading in your question. (details on Carmen)	Original post due February 4 th at 11:59pm, respond to at least 2 classmates by February 6 th at 11:59pm	
Module 5: Decision making for citizenship	Lecture 5A: What kinds of decisions are important for citizenship? Can someone be “apolitical”?	Watch before February 11th	
	Lecture 5B: Belief in science and science journalism. Science-based or science comm based decisions for individuals and groups.	Watch before February 11th	
	Lecture 5C: Political and media use decision making	Watch before February 11th	
	Reading: (1) Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. <i>Public Opinion Quarterly</i> , 15, 635-650. (2) Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily manipulated by misleading statistics. <i>Quartz</i> . Retrieved from https://qz.com/643234/cambridge-professor-on-how-to-stop-being-so-easily-manipulated-by-misleading-statistics/	Read before February 11th	
	Quiz #5: Covers material from Module 5	February 11 th at 11:59pm	
	Discussion #5: Please choose one of the topics from the list of public	Original post due February 11 th at	

	policies and read one of the news articles for that topic. Compare and contrast the news coverage with the original peer-reviewed article. Assignment details available on Carmen.	11:59pm, respond to at least 2 classmates by February 13 th at 11:59pm	
	Exam #1: Covers everything in Section A	February 18 th at 11:59pm	

Section B: Our Relationship with Media

Module	Assignment	Due Date	Check Box
Module 6: Industry practices that influence democracy	Lecture 6A: Big media...How big industries influence media and citizenship, monopolies, trusts, economic perspectives	Watch before February 20th	
	Lecture 6B: Big media continued	Watch before February 20th	
	Lecture 6C: Journalism	Watch before February 20th	
	Lecture 6D: Other media professionals and the roles they play in democracy	Watch before February 20th	
	Reading: (1) Chapters 6 and 7 from Potter's Media Literacy book (2) Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. <i>The Concourse</i> . Retrieved from: https://theconcourse.deadspin.com/how-americas-largest-local-tv-owner-turned-its-news-anc-1824233490	Read before February 20th	
	Quiz #6: Covers materials from Module 6	February 20 th at 11:59pm	
	Discussion #6: Please write a paragraph approximately 350 words arguing in favor of large media monopolies and another app 350-word paragraph arguing against large media monopolies. Assignment details in Carmen	Original post due February 20 th at 11:59pm, respond to at least 2 classmates by February 25 th at 11:59pm	
Module 7: Intentional media effects that influence democracy	Lecture 7A: Dishonest, motivations, ability, and the impact on citizens and consumers	Watch before Feb 27th	
	Lecture 7B: Dishonesty continued	Watch before Feb 27th	

	Lecture 7C: Logical fallacies in political discourse and civility	Watch before Feb 27 th	
	Lecture 7D: Logical fallacies outside of politics	Watch before Feb 27 th	
	Reading: (1) Pages 376-396 in Potter's Media Literacy (2) Leckrone, B. (2018, February 21). Here's how the Russians targeted Ohio for the 2016 election. The Columbus Dispatch. Retrieved from https://www.dispatch.com/news/20180220/heres-how-russians-targeted-ohio-for-2016-election	Read before Feb 27 th	
	Quiz #7: Covers material from Module 7	February 27 th at 11:59pm	
	Discussion #7: Please choose a news article from the list provided on Carmen and answer questions 1-3 from "Applying media literacy skills issue 3.2" (in Carmen) to analyze the accuracy of the article.	Original post due February 27 th at 11:59pm, respond to at least 2 classmates by March 3 rd at 11:59pm	
Module 8: Incidental media effects that influence democracy	Lecture 8A: Violence in the media and the impact on individual people	Watch before March 5 th	
	Lecture 8B: Violence in the media and the impact on society at large	Watch before March 5 th	
	Lecture 8C: Stereotypes and misrepresentation in entertainment media and how this influences politics	Watch before March 5 th	
	Lecture 8D: Stereotypes and misrepresentation in political communication	Watch before March 5 th	
	Reading: (1) Chapter 8 from Potter's Media Literacy, (2) Chang & Bushman article	Read before March 5 th	
	Quiz #8: Covers material from Module 8	March 5 th at 11:59pm	
	Discussion #8: Content analysis: Choose either a current movie trailer or a current children's TV show to content analyze (look for things like stereotypes, representation, violence, sexual content, etc...) and provide written advice to parents whose children would like to watch it	Original post due March 5 th at 11:59pm, respond to at least 2 classmates by March 17 th at 11:59pm	
Module 9: Cognitive processes and	Lecture 9A: Selective exposure/Confirmation bias	Watch before March 19 th	

information seeking			
	Lecture 9B: Cognitive processing	Watch before March 19th	
	Lecture 9C: Individual biases	Watch before March 19th	
	Reading: (1) Pearson, G. D. H. & Knobloch-Westerwick, S. (2018). Perusing pages and skimming screens: Exploring differing patterns of selective exposure to hard news and professional sources in online and print news. <i>New Media and Society</i> , 20, 3580-3596. (2) Garrett, R. K., & Weeks, B. E. (2017). Epistemic beliefs' role in promoting misperceptions and conspiracist ideation. <i>PLOS ONE</i> . 1-17.	Read before March 19th	
	Quiz #9: Covers materials from Module 9	March 19 th at 11:59pm	
	Discussion #9: For a period of at least 48 hours, keep track of ALL media that you use or are exposed to. Please provide a summary of your results and some ideas on what you may do to avoid biases like confirmation bias.	Original post due March 19 th at 11:59pm, respond to at least 2 classmates by March 24 th at 11:59pm	
	Exam #2: Covers materials from sections A and B	March 26 th at 11:59pm	

Section C: Action Steps

Module	Assignment	Due Date	Check Box
Module 10: Action Steps...Improving the relationship between media and citizenship	Lecture 10A: Fact checking	Watch before March 31st	
	Lecture 10B: Evaluating Media	Watch before March 31 st	
	Lecture 10C: Dealing with disinformation	Watch before March 31 st	
	Reading: (1) Chapter 15 in Potter's Media Literacy (Helping yourself and others to increase media literacy). (2) Walter, N. (2018). How to unring the bell: A meta-analytic approach	Read before March 31 st	

	to correction of misinformation. Communication monographs, 85(3), 423-441		
	Quiz #10: Covers material from Module 10	March 31 st at 11:59pm	
	Discussion #10: Please choose an advertisement (either print or video) and attach it to your discussion post. In the post, please use the steps discussed in lecture to deconstruct it.	Original post due March 31 st at 11:59pm, respond to at least 2 classmates by April 2 nd at 11:59pm	
Module 11: Ethics and responsibilities	Lecture 11A: Responsible business practices	Watch before April 7 th	
	Lecture 11B: Personal responsibility	Watch before April 7 th	
	Reading: (1) Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. <i>New Media and Society</i> , 6(2), pp. 259-283. (2) Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. <i>Behaviour & Information Technology</i> , 35(9), 730-747.	Read before April 7 th	
	Quiz #11: Covers materials from Module 11	April 7 th at 11:59pm	
	Discussion #11: Please watch ONE of the civility-related Ted Talks listed on Carmen and write your response to it. Be sure to include how you think civility may (or	Original post due April 7 th at 11:59pm, respond to at least 2 classmates by April 9 th at 11:59pm	

	may not) impact citizenship		
Module 12: Reflection	Lecture 12A: Review Section A of the course	Watch before April 14 th	
	Lecture 12B: Review Section B of the course	Watch before April 14 th	
	Lecture 12C: Review Section C of the course	Watch before April 14 th	
	Quiz #12: Covers review materials	April 14 th at 11:59pm	
	Discussion #12: Please write 5 multiple choice or T/F items as if you were preparing a 5 question exam final exam for this class. Share your 5 questions on the discussion board, and be sure to respond to others by answering their questions and providing feedback on them.	Original post due April 14 th at 11:59pm, respond to at least 2 classmates by April 16 th at 11:59pm	
Module 13: Wrap Up	Reflection Paper (detailed instructions on Carmen)	April 20 th at 11:59pm	
	Exam #3	FINAL WEEK	

Reading List

- Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. *The Concourse*. Retrieved from: <https://theconcourse.deadspin.com/how-americas-largest-local-tv-owner-turned-its-news-anc-1824233490>
- Chang, J. & Bushman, B. (2019). Effects of exposure to gun violence in video games on children's dangerous behavior with real guns. *JAMA*, 2.
- Fletcher, R. & Nielson, R. K. (2017). Are news audiences increasingly fragmented? A cross-national comparative analysis of cross-platform news audience fragmentation and duplication. *Journal of Communication*, 67, 476-498.
- Howard, P.N., Woolley, S., & Calo, R. (2018). Algorithms, bots, and political communication in the 2016

- election. *Journal of Informational Technology and Politics*, 15, 81-93.
- Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. *Public Opinion Quarterly*, 15, 635-650.
- Iquani, M. A better life for all? In: Garmen & Wasserman (eds) *Media and Citizenship: Between Marginalization and Participation*, HSRC Press.
- Lister R. (1997) What is Citizenship?. In: Campling J. (eds) *Citizenship: Feminist Perspectives*. Palgrave, London
- McNamee, R. (2019). *Zucked: Waking up to the Facebook Catastrophe*. Penguin Press, New York.
- Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society*, 6(2), pp. 259-283.
<https://doi.org/10.1177/1461444804041444>
- Pearson, G. D. H. & Knobloch-Westerwick, S. (2018). Perusing pages and skimming screens: Exploring differing patterns of selective exposure to hard news and professional sources in online and print news. *New Media and Society*, 20, 3580-3596.
- Potter, W. J. (2019). *Media Literacy*. Sage Publications, California.
- Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily manipulated by misleading statistics. *Quartz*. Retrieved from <https://qz.com/643234/cambridge-professor-on-how-to-stop-being-so-easily-manipulated-by-misleading-statistics/>
- Scheufele, D. A. Examining differential gains from mass media and their implications for participatory behavior. *Communication Research*, 29, 46-65.
- Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. *Behaviour & Information Technology*, 35(9), 730-747.
<http://dx.doi.org/10.1080/0144929x.2016.1143032>
- Walter, N. (2018). How to unring the bell: A meta-analytic approach to correction of misinformation.

Communication monographs, 85(3), 423-441 DOI: 10.1080/03637751.2018.1467564

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information:

The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at:

<http://purl.stanford.edu/fv751yt5934>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Comm 3450

Instructor: Melissa Foster

Summary: Media and Citizenship

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Secure Media Library • Proctorio
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Zoom • Carmen Discussion Boards
6.3 A variety of technology is used in the course.	X			In addition to the items listed above, Office 365 can and will be utilized for composition of course assignments.
6.4 The course provides learners with information on protecting their data and privacy.	X			All required privacy policies are either included or covered by OSU agreements.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Links to 8HELP and Proctorio support are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with

				embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.	X			Specific statements are present for third part tools.

Reviewer Information

- Date reviewed: 8/30/19
- Reviewed by: Ian Anderson

Notes: Great job!

^aThe following statement about disability services (recommended 16 point font): The University strives to make all learning experiences as accessible as possible. 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.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design)	Intermediate	Intermediate	Basic
Other specialization (6 cr. Req.)			
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced