

Term Information

Effective Term Summer 2025

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 2985
Course Title Media and Well-Being
Transcript Abbreviation Media&Well-being
Course Description The course has two main goals. The first is to explore, via media use theories, how to use media in ways that promote personal health and well-being. The second is to become skilled at communicating this information with others to inform and persuade them to adapt healthy media habits.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Health and Well-being

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

- Media Use Theories: Understand and describe theories and concepts of media use and engagement.
- Apply theories and concepts of media use and engagement to personal media use and real-world examples.
- Communication: Demonstrate written and oral communication skills in discussing media use for well-being.
- Synthesize information in crafting a plan for media use that enhances well-being that is communicated in a clear, concise manner with an audience of high school students in mind.

Content Topic List

- Define and contextualize "Media"
- Define and contextualize "Well-being"
- Provide real-world examples of ways that media influence personal well-being
- Describe what the social sciences are/do
- List examples of social science fields
- Make connections between research in the social sciences and other fields (e.g., natural sciences, humanities, etc.) for answering integrative questions
- Describe methods of studying the relationship between media and well-being (e.g., quantitative research, grounded theory, qualitative research, mixed methods)
- List the pros and cons of different ways of studying media and well-being
- Understand the differences between academic and popular sources
- List the pros and cons of academic and popular sources
- Be able to locate, evaluate, apply, and combine information from academic and popular sources to answer a question
- Understand the basics of how to use APA format to write papers and cite sources
- Understand how our current media environment developed in ways that influence our well-being today
- Describe recent media changes and the impacts on well-being
- Explain current challenges to using media for improved well-being
- Describe what theories are and how we create and evaluate them
- Explain Uses and Gratifications
- Apply Uses and Gratifications to your own media use
- Describe physical well-being and how it relates to other types of well-being
- Explain Agenda Setting Theory
- Apply Agenda Setting Theory to Media Use for Physical Well-being
- Define digital well-being and how it relates to other types of well-being
- Explore how digital presence impacts your values, goals, community, and safety
- Explain theories and concepts such as Evolutionary Mismatch, Parasocial relationships, and Maslow's Hierarchy of Needs and apply to your lived experiences
- Define social well-being, and describe how it relates to media and other types of well-being
- Describe and apply Parasocial Relationships, Theory of Mind, excitation transfer, and the impact of communication technology to social well-being
- Define emotional well-being and how it relates to media and other types of well-being
- List pros and cons of media on emotional well-being (e.g., grieving on social media, finding meaning in sad movies)
- Explain and apply concepts and theories: Emotional contagion
- Describe what creative well-being is and how it relates to media and other types of well-being
- Explain Mood Management Theory
- Apply Mood Management Theory to your personal media use
- Define financial well-being and describe how financial well-being influences other types of well-being
- Describe the semiology approach

- Apply semiology to an advertisement you've seen online for financial well-being
 - Define intellectual well-being and describe how it can relate to health and other types of well-being
 - Describe how media use can help and harm intellectual well-being
 - Describe Information Seeking Behavior Theory as it relates to intellectual well-being
- No

Sought Concurrence

Attachments

- Comm Curriculum Map UPDATED 2024.docx: Curriculum Map
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- Regional campus GE memo.pdf: Regional campus offering memo
(Memo of Understanding. Owner: Jackson, Kylie M.)
- GE Theme Worksheet Health and Wellbeing.docx: Health and Well-being Theme worksheet
(GEC Course Assessment Plan. Owner: Jackson, Kylie M.)
- ASC-distance-approval-cover-sheet-fillable.pdf: ASC Technical Checklist
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- Syllabus Comm 2985 Foster Online Revised.docx: Revised syllabus 9.17.24
(Syllabus. Owner: Jackson, Kylie M.)
- Memo regarding requested revisions.docx: Memo addressing requested revisions
(Memo of Understanding. Owner: Jackson, Kylie M.)
- concurrence_request_form_Comm_2985-Psych.pdf: Psych concurrence
(Concurrence. Owner: Jackson, Kylie M.)
- Contingency responses 10.14.docx: Memo addressing contingency requests
(Memo of Understanding. Owner: Jackson, Kylie M.)
- Syllabus Comm 2985 Foster Online revised 10.14.24.docx: Revised syllabus 10.14.24
(Syllabus. Owner: Jackson, Kylie M.)

Comments

- Resubmitted for review, including all requested revisions and contingencies. *(by Jackson, Kylie M. on 10/14/2024 10:34 AM)*
- Please see Subcommittee feedback email sent 09/30/2024. *(by Hilty, Michael on 09/30/2024 04:49 PM)*
- Please see Subcommittee feedback email sent 9/3/24. *(by Neff, Jennifer on 09/03/2024 04:19 PM)*
- The ASC Office of Distance Education does not appear to have reviewed the DL cover sheet(?) The reviewer always signs and dates the document (+ adds comments if necessary). *(by Vankeerbergen, Bernadette Chantal on 07/15/2024 03:00 PM)*

COURSE REQUEST
2985 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/14/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	07/15/2024 09:47 AM	Submitted for Approval
Approved	Kline, Susan Lee	07/15/2024 09:51 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/15/2024 03:00 PM	College Approval
Submitted	Jackson, Kylie M.	07/15/2024 08:47 PM	Submitted for Approval
Approved	Kline, Susan Lee	07/16/2024 06:42 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/16/2024 03:57 PM	College Approval
Revision Requested	Neff, Jennifer	09/03/2024 04:19 PM	ASCCAO Approval
Submitted	Jackson, Kylie M.	09/17/2024 03:40 PM	Submitted for Approval
Approved	Jackson, Kylie M.	09/17/2024 03:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2024 06:04 PM	College Approval
Revision Requested	Hilty, Michael	09/30/2024 04:49 PM	ASCCAO Approval
Submitted	Jackson, Kylie M.	10/14/2024 10:34 AM	Submitted for Approval
Approved	Garrett, Robert Kelly	10/14/2024 11:01 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/14/2024 11:05 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/14/2024 11:05 AM	ASCCAO Approval



July 15, 2024

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Jason Coronel, Undergraduate Program Committee Chair, School of Communication

RE: COMM 2985 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Jason Coronel
Associate Professor
Undergraduate Program Committee Chair
School of Communication

I've attached a revised syllabus with the following modifications:

- **Contingency:** The Subcommittee thanks the course instructor for additional information on the assignment where students design their own practice quizzes (as detailed on pages 11-12 of the syllabus). However, they would like to see additional information on how the instructor will interact with these practice quizzes and ensure that the questions and answers are accurate to the course material. While they certainly appreciate the intention behind the assignment, they have concerns that students may be, inadvertently, providing each other with incorrect information, which would hinder their progress in mastering the course material.
 - I've uploaded the revised syllabus to remove that component. I'd still like them to write practice questions since it's such a good way to study, but I'll just grade them myself without having them see each other's.
- **Contingency:** The Subcommittee asks that, underneath ELO 1.1 and 1.2 on page 4 of the syllabus, the word "goal" in the first sentence be changed to "ELO".
 - The word "goal" has been changed to either "ELO" or "aim" in both areas.
- **Contingency:** The Subcommittee asks that the course instructor provide additional clarification on how the discussion assignments (and especially the student responses to these assignments) will be assessed, as discussed on page 12 of the syllabus. Currently, they are unclear on the criteria being used to evaluate students on these 2-page responses and their responses to their peers.
 - The following has been added to page 12 of the syllabus under the Discussion Assignment section:
 - Original posts will be evaluated on their ability to address the prompt with clear and concise integration of information from lecture, at least one peer-reviewed source, and at least one newspaper article. Responses should be in APA format and conform to each assignment guidelines.
 - Responses to classmates will be evaluated based on evidence that students did read their classmate's post and that they've added at least one suggestion for further reading. For example, a response such as "I liked your post" or "I agree with you" would not be sufficient to show that you've read their post. But making a comment about a specific topic they mentioned in their post and adding a suggested reading does make it clear that you've read and considered their original post.



Syllabus

Communication 2985

Media and Well-Being

Spring 2025

3 Credit Hours

Online and Asynchronous

Course overview

Instructor

- Name: Dr. Melissa Foster
- Email Address: foster.1182@osu.edu
- Phone Number: 614-292-6560
- Course Access: Carmen (online and asynchronous)
- Office Hours: Email me to make an appointment; I'm generally available between 8-10am M-F

Note: My preferred method of communication is office hours (email for an appointment; please include a list of your upcoming availability for the week since I keep a waiting list and can let you know if an earlier appointment becomes available during the times you indicated you're generally available) or through the discussion boards on Carmen. To find the discussion boards, open our class in Carmen and click on the "Discussions" tab on the left. There are separate discussion boards for "Questions about the lecture materials" and "Questions about upcoming assignments" that I answer daily and highly recommend you stay up-to-date on

Course description



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

Course expected learning outcomes

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

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

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

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

General education goals and expected learning outcomes

General Education Goals:

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

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

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



Health and Well-being: Expected Learning Outcomes

ELO 1.1 Engage in critical and logical thinking.

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

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

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

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

The course materials and discussion posts integrate information from a variety of foundational fields of study: Theories and methods from the social sciences are introduced, and topics are analyzed through a variety of lenses such as race, ethnicity, and gender diversity (especially as relevant to media access and representation) as well as historical contexts (to contextualize the modern media landscape) and the natural sciences (as they related to health and well-being). Media from the literary and visual arts will be included in each lecture and analyzed quantitatively. Students do not need any background information on statistics since the basic information needed for the



purpose of this course (understanding what statistics are and how to use them) will be included in lecture videos.

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

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

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

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



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

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

How this online course works

Mode of delivery

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

Pace of online activities

Every week, you should be watching lecture videos (about 3 per week; about 30 minutes per lecture), crafting practice quiz questions (3 questions per week), taking a quiz (10 multiple-choice questions), posting a discussion (a 2-page paper on the weekly topic), and responding to classmates' discussion posts.

Here is a sample of how a typical week might work:

Monday, Tuesday, and Wednesday: Each day, watch a lecture video and write a quiz question about it, and work a bit each day on the 2-page response to the weekly module discussion post assignment. On Wednesday, also submit those quiz questions on in Carmen. This should take about 2 hours a day.

Thursdays, take the online quiz. Finalize the 2-page weekly response paper you've been working on and submit that. This is expected to take about 2 hours.



On Friday, read and respond to at least two classmates' papers. This should take about an hour.

In the last week of classes, instead of the regular weekly assignments, you will revise and synthesize discussion posts into a final project.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

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

Participation requirements

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

Course communication guidelines

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



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

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

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

Writing style

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

Tone and civility

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

Citing your sources

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

Protecting and saving your work

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

Course materials and technologies

Textbooks

Required

None: All reading materials will be available on Carmen



Other fees or requirements

There are no additional fees for this class

Course technology

Technology support

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

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

Required Equipment

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

Required software

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



Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	200 points total (13 quizzes will be given over the semester. The lowest 3 quiz scores will be dropped. So remaining quizzes are 20 points each)
Writing Practice Quizzes	100 Points. For each module, you'll write 5 quiz questions.



Assignment Category	Points and/or Percentage
	These are graded for completeness rather than accuracy since these are intended for practice (writing questions helps you study/learn the material). Any particularly good questions may make their way onto the actual quiz (☺) The lowest 3 grades (of the 13 total) are dropped, so the best 10 are worth 10 points each.
Discussion Assignments	600 points (13 discussions, the lowest three will be dropped from the final grade, 60 points each)
Final Project	100 points
Total	1000 points = 100%

Description of major course assignments

Writing Practice Quiz Questions

- Studies show that simply re-reading your notes is not, on average, the best way to learn and retain information (e.g., Siebert & Karr, 2008). Rather, it's best to think through the material, especially working on



figuring out what the main points are. For each weekly module, please create 3 quiz questions. These can be either short answer, multiple choice, or T/F style. Your goal in creating the quiz questions is to ask yourself, what do I think is most important about this module that I would want someone else to be able to address in a quiz question. Add your original 3 questions to the assignment submission area for each module. If your questions are particularly good, I might add them to the quiz for later in the week 😊

Quizzes

Weekly, online quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice and True/False items. Quizzes will have approximately 10 question. Quizzes will open for one week before the due date. Since quizzes will be due on Wednesdays, each quiz will open on a Wednesday morning at 8am and close the following Wednesday at 11:59pm. Once started, there is a time limit of 10 minutes to complete the quiz.

The only resource you may use on quizzes is your own notes. You may not work together. Assignment #2 name and/or category

Discussion Assignments:

- Students will post an original response to prompts in Carmen (2-pages of text, not including the title page and references) and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course. Discussions should include information from lecture as well as outside sources. These outside sources should include at minimum one peer-reviewed article and one newspaper article. Responses to classmates should make it clear that you read their paper, and responses should also include at least one suggested reading relevant to their topic.
- Original posts will be evaluated on their ability to address the prompt with clear and concise integration of information from lecture, at least one peer-reviewed source, and at least one newspaper article. Responses should be in APA format and conform to each assignment guidelines.



- Responses to classmates will be evaluated based on evidence that students did read their classmate's post and that they've added at least one suggestion for further reading. For example, a response such as "I liked your post" or "I agree with you" would not be sufficient to show that you've read their post. But making a comment on a specific topic they mentioned in the post and adding a suggested reading does make it clear that you've read and considered their original post.
- Academic integrity and collaboration guidelines:

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

Final Project:

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

Late assignments

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

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

Late work and submission details: The lowest grades (including zeros for missing assignments) are dropped from the final grade in lieu of late work). Late work will not be accepted without documentation of severe illness or emergency. This documentation must include relevant dates (more than 3 weeks in duration since 3 weeks of work are already dropped) and needs to come from a reputable source (e.g., a doctor's office).



This documentation should be submitted before the assignment is due, except for dire and unforeseen emergencies. While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Example wording includes “[Student name] was under my care from [start date] to [end date] and during that time was not able to complete schoolwork, including asynchronous online work.” Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances. **Don’t wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

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

Before you submit an assignment:

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

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

Verifying that you submitted your assignment:

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

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

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



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

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

Grading Scale

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

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



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

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

General grading criteria:

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

Instructor feedback and response time

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

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

I also post weekly announcements with a summary of the module and grading. I recommend signing up for email notifications so you know when these are posted (generally on Sundays).

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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

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

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are



different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkil Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations



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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to



substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)



Course Schedule

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

Section A: Concepts and Contexts for Media and Well-being				
Module	Objectives	Assignments (see Carmen for pdf's of readings, assignment details, and examples)	Due Dates (11:59pm)	Check Box
Module 1: Course Introductions and Concepts (What is it?)	<ul style="list-style-type: none"> -Define and contextualize "Media" -Define and contextualize "Well-being" -Provide real-world examples of ways that media influence personal well-being Metacognitive Goal: Think about what goals we have and how we can measure success 	<p><u>Lecture Videos (about 20 to 30 minutes each)</u></p> <ul style="list-style-type: none"> -Introduction Videos (Introduction for the Instructor, the syllabus, and Carmen-Canvas) -1A: Define and Contextualize "Media" -- how often and in which ways do we engage with it -1B: Define and Contextualize Well-being and what the current situation is like in America and Globally -1C: Making connections between our media use and well-being; real world examples for each dimension of wellness/wellbeing 		
		<p>Reading:</p> <ul style="list-style-type: none"> (1) Introductory chapter from Ralph Hanson's textbook: Mass Communication: Living in a Media World (pages 3-25) (2) Read through each of the 10 dimensions of wellness <u>At the OSU Student Wellness Center</u> 		
		<p>Practice Quiz</p>	<p>Original 3 questions due Jan 8, answers due Jan 9</p>	
		<p>Quiz #1: Syllabus Quiz</p>	<p>January 9th</p>	
		<p>Discussion #1: Introductions and what kind of media you use/like. Part 1: The goal is to get to know each other and start thinking about</p>	<p>Original post due January 9, responses to</p>	



		our media use (since we often don't have the time to do so). Part 2: Write a rubric. For meta-cognition, it's good to think about how assignments can be evaluated. There is often more than one "good" way to write a rubric. Before looking at our actual rubric, what kind of rubric would you make for this assignment? Then, look at the one we have. Any similarities or differences?	classmates due January 10 th .	
		C-REP Extra Credit	See "Student Guide"	
Module 2: Methods for Studying the Media and Well-being Relationship (How do we study it?)	-Describe what the social sciences are/do -List examples of social science fields -Make connections between research in the social sciences and other fields (e.g., natural sciences, humanities, etc.) for answering integrative questions -Describe methods of studying the relationship between media and well-being (e.g., quantitative research, grounded theory, qualitative research, mixed methods) -List the pros and cons of different ways of studying media and well-being	<u>Lecture Videos (about 20 to 30 minutes each)</u> -2A: Social Sciences-What they are and how they relate to other fields -2B: Methods of Studying the Social Sciences: Quantitative Methods, with examples -2C: Methods of Studying the Social Sciences: Qualitative, with examples		
		Reading <u>Nyman & Nilsen, 2006</u> (peer-reviewed article) <u>Aklin & Perez-Stable, 2017</u> (blog)		
		Practice Quiz	Original questions due Jan 15, responses due Jan 16 th	
		Quiz #2	January 16 th	



	Metacognitive Goal: Note taking and outlining	Discussion #2: Note sharing. Write outline style notes from the lecture videos for the main points on the pros and cons of different ways of studying media and wellbeing. If you were to do some research in the social sciences on media and wellbeing, what kind of research method would you like to use (e.g. qualitative, quantitative, content analysis)? Why would you like that one? Respond to classmates with your feedback on their notes.	Original post due Jan 16 th , responses to classmates due Jan 17 th	
Module 3: Finding, evaluating, and using, and citing sources (How can we communicate about it?)	-Understand the differences between academic and popular sources -List the pros and cons of academic and popular sources -Be able to locate, evaluate, apply, and combine information from academic and popular sources to answer a question -Understand the basics of how to use APA format to write papers and cite sources Metacognitive Goal: Asking big questions and finding answers	Lecture Videos (about 20 to 30 minutes each) 3A: Academic Sources-What They Are, Where to Find Them, When Should You Use Them 3B: Professional Journalistic Sources-What They Are, Where to Find Them, When Should You Use Them 3C: APA format		
		Reading: <u>Scholarly vs Popular Sources</u> (Library Website) <u>OSU Pressbook Chapter</u>		
		<u>Practice Quiz</u>	Original questions due Jan 22, answers to each other's questions due Jan 23rd	
		<u>Quiz #3</u>	January 23rd	
		Discussion #3 Original Post: Please pick one of the areas for well-being we will be discussing this semester (e.g., digital, emotional, physical, etc.) and write a question you have about it relevant to media. For example, your question might be "How can cell phones be used to promote	Original post due January 23 rd , responses to classmates due January 24	



		physical wellness?” or “Does too much TV harm emotional wellness?” Use the search engines we covered in lecture to find one peer-reviewed article and one newspaper that would help you answer that question (you won’t get a complete answer with just these two sources; that’s OK). Summarize the information you found into notes to share with your discussion group		
<p>Module 4</p> <p>The history and status of media and well-being</p> <p>(Where are we and how did we get here?)</p>	<p>-Understand how our current media environment developed in ways that influence our well-being today</p> <p>-Describe recent media changes and the impacts on well-being</p> <p>-Explain current challenges to using media for improved well-being</p> <p>Metacognitive Goal: Writing Pros and Cons Lists</p>	<p><u>Lecture Videos (about 20 to 30 minutes each)</u></p> <p>2A: A brief history of media and well-being</p> <p>2B: An overview of media and well-being in America (including disparities among groups)</p> <p>2C: An overview of media and well-being globally (including disparities among groups)</p>		
		<p>Reading</p> <p>Douclevff, M. (2023). The truth about teens, social media, and the mental health crisis. <u>All Things Considered.</u></p> <p>Nguyen, M. H., Gruber, J., Fuchs, J., Marler, W., Hunsaker, A. & Hargittai, E. (2020). Changes in digital communication during the Covid-19 global pandemic: Implications for digital inequality and future research. <i>Social Media + Society</i>, 6, 1-6.</p>		
		<p>Practice quiz</p>	<p>Original questions due January 29th, responses to classmates’ questions due January 30th</p>	
		<p>Quiz #4</p>	<p>January 30th.</p>	



		DQ#4: Find out more information about the impacts on wellbeing of a historical/traditional communication medium (e.g., writing, television, radio, etc.). What were the benefits and harms to wellbeing?	Original due January 30 th , responses to classmates due January 31 st	
<p>Module 5: Uses and Gratifications</p> <p>(How can we apply social science theories to our own media use for well-being?)</p>	<p>-Describe what theories are and how we create and evaluate them</p> <p>-Explain Uses and Gratifications</p> <p>-Apply Uses and Gratifications to your own media use</p> <p>Metacognitive Goal: Self-reflection. Do my behaviors match my goals?</p>	<p><u>Lectures (20-30 minutes each)</u></p> <p>5A: What are theories and how do we use them</p> <p>5B: Uses and Gratifications—What it is</p> <p>5C: Uses and Gratifications—Applications</p>		
		<p><u>Reading</u></p> <p>(1) Uses and Gratifications: Ifinedo, P. (2016). Applying uses and gratifications theory and social influence processes to understand students’ pervasive adoption of social network sites. <i>International Journal of Information Management</i>, 36, 192-206</p> <p>(2) Friedersdorf, C. (2023). The gaps between media and reality. <u>The Atlantic</u>.</p>		
		<p>Practice quiz</p>	<p>Original questions due February 5th, responses to classmates due February 6th</p>	
		<p>Quiz #5</p>	<p>February 6th</p>	
		<p>Discussion #5 Original Post: Describe your own media use in terms of Uses and Gratifications Theory. Is there any way that you might change your media use to better your well-being?</p>	<p>Original paper due February 6th, responses to classmates due February 7th</p>	
Section B: Media Theories and Well-being				



<p>Module 6: Physical Well-being and Agenda Setting Theory</p>	<p>-Describe physical well-being and how it relates to other types of well-being -Explain Agenda Setting Theory -Apply Agenda Setting Theory to Media Use for Physical Well-being</p> <p>Metacognitive Goal: Making real-world connections</p>	<p><u>Lectures (20-30 minutes each)</u> 6A: Physical Well-being 6B: Agenda Setting Theory 6C: Applications</p>		
		<p><u>Reading</u> (1) Shiffman, 2008 (peer-reviewed article) (2) BBC: How the news changes the way we think and behave</p>		
		<p>Practice Quiz</p>	<p>Original question due February 12th, responses to classmates due Feb 13th</p>	
		<p>Quiz #6</p>	<p>February 13th</p>	
		<p>Discussion 6: Apply agenda setting theory of media use for physical well-being by finding an example of a time media influenced people’s behavior toward physical health.</p>	<p>Original due Feb 13th, responses due Feb 14th</p>	
<p>Module 7: Digital Well-being and Parasocial Relationships</p>	<p>-Define digital well-being and how it relates to other types of well-being -Explore how digital presence impacts your values, goals, community, and safety -Explain theories and concepts such as Evolutionary</p>	<p><u>Lectures (20-30 minutes each)</u> 7A: Digital Well-being 7B: How digital media can harm wellbeing-- Evolutionary Mismatch 7C: How digital well-being can improve well-being—How does your digital media use factor into Parasocial relationships and Maslow’s Hierarchy of Needs</p>		
		<p><u>Reading:</u> Sbarra, D. A., Briskin, J. L., & Slatcher, R. B. (2019). Smartphones and close relationships: The case for an evolutionary mismatch. <i>Perspectives on Psychological Science</i>, 14,</p>		



	Mismatch, Parasocial relationships, and Maslow’s Hierarchy of Needs and apply to your lived experiences	https://doi.org/10.1177/1745691619826535		
	Metacognitive Goal: Thinking about adaptation	Tiffany, K. (2023). No one knows exactly what social media is doing to teens. The Atlantic	Practice Quiz	Original questions due Feb 19 th , responses Feb 20 th
			Quiz #7	February 20 th
		Discussion #7: Pick a new media technology (e.g., cell phones, apps, social media, etc.) and discuss the impacts for digital well-being through the lens of one of the theories we discussed. Have we adapted well to it, or is there more we need to do to adapt in ways that improve our wellbeing?		Original Feb 20 th , responses , Feb 21 st
Module 8: Social and Community Well-Being and Theory of Mind	-Define social well-being, and describe how it relates to media and other types of well-being	<u>Lecture Videos (about 20 to 30 minutes each)</u> 10A: Social well-being and media 10B: Media and parasocial relationships 10C: Media and human relationships (theory of mind, excitation transfer)		
	-Describe and apply Parasocial Relationships, Theory of Mind, excitation transfer, and the impact of communication technology to social well-being	Reading: Chen, T., & Jin, C. L. (2022). Immersive media presentation and preschoolers’ prosocial behaviors: The mediating role of Theory of Mind. <i>Frontiers in Psychology, 13</i> Chapter 1, Rath and Harter’s “Wellbeing” pages 15-29		
	Metacognitive Goal: Compare and contrast		Practice quiz	Original due Feb 26, responses Feb 27 th
			Quiz #8	Feb 27 th



		Discussion 8: Social and community wellbeing: compare and contrast two different media outlets in terms of their prosocial and antisocial impacts	Original Feb 27 th , responses Feb 28 th	
Module 9: Emotional Well-being and Emotional Contagion in Media	<p>-Define emotional well-being and how it relates to media and other types of well-being</p> <p>-List pros and cons of media on emotional well-being (e.g., grieving on social media, finding meaning in sad movies)</p> <p>-Explain and apply concepts and theories: Emotional contagion</p> <p>Metacognitive Goal: Description versus Analysis</p>	<p><u>Lectures (20-30 minutes each)</u></p> <p>7A: Emotional well-being and media</p> <p>7B: Unexpected or unintentional ways media impacts emotional well-being regarding negative emotions (anger, sadness, disgust, fear) via emotional contagion (Kramer, Guillory, & Hancock, 2014) and boredom</p> <p>7C: Purposeful ways media impacts emotional well-being regarding positive emotions (happiness, relief, hopefulness) via mood management.</p>		
		<p>Reading:</p> <p>Fryburg, D. A., Ureles, S. D., Myrick, J. G., Carpentier, F. D., & Oliver, M. B. (2020). Kindness media rapidly inspires viewers and increases happiness, calm, gratitude, and generosity in a healthcare setting. <u>Frontiers in Psychology, 11.</u></p> <p><u>Psychology Today: Protect Yourself from Emotional Contagion</u></p>		
		Practice Quiz	Original questions March 5 th , responses March 6 th	
		Quiz #9	March 6 th	
		Discussion #4	Original due March 6 th ,	



		Pick a movie, TV show, or podcast that you think might be good for emotional, social, or community well-being. After watching, reading, or listening to it, please describe the program and how it impacted you (or didn't impact you). Then please analyze why that might be the case based on some of the theories and concepts we've discussed.	responses March 7th	
Module 10: Creative Well-being and Mood management theory	-Describe what creative well-being is and how it relates to media and other types of well-being	<u>Lecture Videos (about 20 to 30 minutes each)</u> 5A: Creative well-being 5B: Creating media for well-being 5C: Consuming media for well-being		
	-Explain Mood Management Theory	Reading Krout, R. E. (2007). Music listening to facilitate relaxation and promote wellness: Integrated aspects of our neurophysiological responses to music. <i>Arts in Psychotherapy, 34</i> , 134-141. Sung, H. (2019). Arts and community well-being. Book series: Community Quality-of-Life and Well-being, pages 185-202.		
	-Apply Mood Management Theory to your personal media use		Original March 19 th , responses March 20	
	Metacognitive Goal: Using theories to create a plan for yourself	Practice Quiz	March 20th	
		Quiz #10	Original March 20 th , responses March 21	
		Discussion #10: Apply mood management theory to how media use can impact creative		



		wellbeing. Try to convince classmates to use the media you're discussing.		
Week 11: Financial Wellbeing and Semiology	-Define financial well-being and describe how financial well-being influences other types of well-being -Describe the semiology approach -Apply semiology to an advertisement you've seen online for financial well-being Metacognitive Goal: Thinking about text vs subtext	<u>Lecture Videos (about 20 to 30 minutes each)</u> 6A: Financial well-being 6B: Media literacy for financial well-being (Semiology) 6C: Using Semiology (an example)		
		Reading: Chapters 9 and 10 (pages 133-155) of Media & Society (O'Shaughnessy, Stadler, & Casey, 2020)		
		Practice Quiz	Original March 26, responses March 27	
		Quiz #11	March 27	
		Discussion #11 Please find an ad and use the Semiology approach to analyze how it might impact financial well-being.	Original March 27, responses March 28	
Week 12: Intellectual well-being and Information Seeking Behavior Theory	-Define intellectual well-being and describe how it can relate to health and other types of well-being -Describe how media use can help and harm	<u>Lecture videos: (about 20 to 30 minutes each)</u> 4A: Intellectual well-being (what is it and how does it relate to other types of well-being) 4B: Information Seeking Behavior Theory 4C: Media use that improves or harms intellectual well-being		
		Reading		



intellectual well-being -Describe Information Seeking Behavior Theory as it relates to intellectual well-being Metacognitive Goal: Synthesis and integration for personal reflection	Dobransky, K. & Hargittai, E. (2012). Inquiring Minds Acquiring Wellness: Uses of Online and Offline Sources for Health Information. <i>Health communication</i> , 27, 331-343		
	Practice Quiz	Original April 2, responses April 3	
	Quiz #12	April 3rd	
	Discussion #12: Make your own plan for media use for intellectual wellbeing.	Original April 3, responses April 4	

Section C: Review

Module	Objectives	Assignments (see Carmen for pdf's of readings, assignment details, and examples)	Due Dates	Check Box
Module 13	Review	Lecture Videos (There will be 3 lecture videos, 20-30 minutes each, reviewing the semester)		
		Practice Quiz	Original April 9, responses April 10	
		Quiz #13	April 10th	
		Discussion #13	Original April 10 th , responses April 11 th	
		Final Project: Reflecting over the work you've done this semester, please choose 3 types of well-being that you're most interested in. In a 5-page paper (or 5-minute presentation), describe what those types of well-being are, how they relate to each other, and how media use can enhance or harm well-being. Please write your	April 23rd	



		<p>paper/presentation as if the audience is high school students who are interested in learning more about how they can engage in media in ways that promote well-being. Please incorporate a minimum of 3 theories or concepts from the semester and be sure to explain what they are since high school students generally would not be familiar with them. Be sure that your recommendations to students are clear and concise and that you've supported your recommendation with evidence from both peer-reviewed research and newspapers.</p>		
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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The big picture idea/problem of this course is “How can we engage with media in ways that improve our personal wellbeing”, and “what are the best practices for communicating that information with other people?”. Students will integrate information from foundations such as Social and Behavioral Sciences, Race, Ethnicity, and Gender Diversity, Historical and Cultural Studies, and Natural Sciences using logical and critical thinking skills to analyze the impact of media on different dimensions of wellbeing, including physical, digital, social, emotional, creative, financial, and intellectual wellbeing.

Course activities and assignments to meet ELO’s

ELO 1.1: Engage in critical and logical thinking

Critical and logical thinking will first be introduced through lectures as the first part of critical thinking is adding context to concepts. Each weekly module has a topic with three 20-to-30-minute lecture videos. The videos provide basic information and background on the module topic, different methods of understanding each topic (e.g., through theories from different foundations of study), and real-world examples. Students will demonstrate understanding of the lecture material with weekly, online quizzes.

Once students watch the lecture videos and demonstrate understanding of the material, they are asked to create weekly discussions on a topic of their choice within the umbrella topic for each weekly module. To do this, they start with formulating a question that is of interest to them. For example, students are asked to connect a dimension of wellness and a media technology. Examples of potential topics/questions they might ask include “How can cell phones be used to promote physical wellbeing?” and “Does too much TV harm emotional wellbeing?”. Using the theories, methods, search engines, and lenses of thought discussed in lectures, students will gather and synthesize information to start developing answers to the questions they created.

Sample lecture topic: In Module 2, students learn how we study the media and wellbeing relationship. Toward this end, they will learn in one lecture what the social sciences are and how they relate to other fields, research methods, and how to use knowledge and skills from different foundations to answer big world questions such as “how do we engage in media to improve our own wellbeing” and “how can we effectively communicate this information with others”.

Sample assignments and evaluations: Quiz questions will assess students’ abilities to differentiate between quantitative and qualitative research using multiple-choice style questions with scenarios. For example, “Rosie wanted to learn about what types of social media high school students use the most. So, she set up a number of interviews with high school students to talk with them in depth about their social media use. Which type of research is this?”

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

Advanced exploration of the topics and ideas begins with lecture videos and reading materials. Reading materials mostly come from peer-reviewed research and professional journalism. However, there are also some websites included in the reading, especially when websites can help connect students to wellbeing resources on campus (e.g., [The Student Wellness Center](#)).

Students are also asked to find sources from outside the course material to support their weekly discussion assignments. We will use the ISI Web of Science to learn find peer-reviewed research relevant to their topics of choice and ProQuest to find professional newspapers.

Sample lecture topics: In Module 3, students learn how to find, evaluate, use, and cite sources. This topic is covered early in the semester because the discussion questions (short essays) they write will require them to integrate information from a variety of sources to engage in more in-depth exploration of each module topic. We will cover peer-reviewed research, professional newspapers, trade sources, and popular sources.

Sample assignments and evaluations: In Discussion #1 (a 2-page essay original post and responses to classmates), students are asked to formulate a question relevant to media and wellbeing and find at least one peer-reviewed article and one newspaper article that would help them answer that question. They will be evaluated on their ability to ask a question that can be answered, finding proper sources, concisely summarize the main points of each, and citing them in APA format.

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

After students pose a question that is of interest to them for each of the weekly module topics and find information from peer-reviewed research and professional journalism, they will integrate this information into a 2-page paper (there are six of these through the semester) to describe the question and condense and combine the information they found relevant to that question. Students are also asked in each of these discussion posts to also integrate at least one connection to the lecture material and at least one real-world example or application. This helps students learn to identify, integrate, and share information in ways that AI technology cannot.

Sample lecture topics: One of the soft skills we'll be working on in this class is reflection. Toward that end, Module 13 (the final module) is a review and reflection module. We'll discuss best practices for review and reflection and apply those to reviewing and reflecting on the semester.

Sample assignments and evaluations: The final project asks students to synthesize information from the semester into a coherent final paper. The instructions are: Looking back over the work you've done this semester, please choose 3 types of well-being that you're most interested in. In a 5-page paper, describe what those types of well-being are, how they relate to each other, and how media use can enhance or harm well-being. Please write your paper/presentation as if the audience is high school students who are interested in learning more about how they can engage in media in ways that promote well-being. Please incorporate a minimum of 3 theories or concepts from the semester and be sure to explain what they are since high school students generally would not be familiar with them. Be sure that your recommendations to students are clear and concise and that you've supported your recommendation with evidence from both peer-reviewed research and newspapers.

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

By making real-world connections in each discussion post, students are working creatively and building on their prior experiences. The lecture material will also integrate information from a variety of sources (e.g., peer-reviewed research, professional journalism, university websites) and fields (e.g., social

sciences, natural sciences, arts and humanities) to answer big questions and serve as an example for students.

Additionally, students respond to at least 3 classmates' discussion posts. In their responses, students are asked to reiterate the main point of the paper they read and add at least one suggestion for further reading on the topic. In this way, students can see when others are readily able to understand the main point of their post and build on information they already have with these additional suggestions.

Sample lecture topics: One way for students to reflect on their sense of self is to evaluate what has happened in the past to get to where we are today. In Module 4, we will cover the history and current status of media and wellbeing. Students will be asked to think about their current status (how they engage with media and if it might be helping or harming their wellbeing) and then look at their own personal history as well as the history of various media industries to evaluate what has happened that might be influencing their media use today. Lecture material will also cover some global issues with media so that students can also reflect on how their culture has impacted their media engagement.

Sample assignments and evaluations: One way for students to make real-world connections between their media use and history and culture is to be exposed to other people's experiences. Toward that end, students will not only craft a discussion post about their media use, but they are also required to respond to at least 3 classmates' posts. In those responses, students are asked to (1) reiterate the other person's main points—to ensure that they understood the main points; (2) share at least one thing that they learned or found interesting in the other person's post; and (3) share at least one additional source relevant to the other person's post. In this way, they are learning to respond to new situations not just by critiquing each other's discussions but by practicing how to engage in conversation about it

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

Lecture material will address health and wellbeing through theories (e.g., Uses and Gratifications, Agenda Setting, Evolutionary Mismatch, Parasocial Relationships, Theory of Mind, Excitation Transfer, Emotional Contagion, and Mood Management Theory). We will also have a module dedicated to the history of media and wellbeing since it is important to understand how we got to the current situation in order to really understand our relationship between media and wellbeing. Lecture material also addresses policy implications for media technology as they relate to health and wellbeing.

Sample lecture topics: In Module 11, students learn about financial well-being using Semiology from the economics field. The module aims to help students learn what this approach is and how to apply it to the real world.

Sample assignments and evaluations: In Discussion #5, students are asked to apply what they learned about Semiology to a real advertisement: Please find an ad and use the Semiology approach to analyze how it might impact financial well-being.

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

Students will spend time in weekly discussions identifying and applying strategies for health and wellbeing. They also have a final project due at the end of the semester that asks them to describe how media and improve or harm three dimensions of wellbeing. In this final project, they integrate a minimum of three theories or concepts from the class and explain strategies for media engagement with a high-school aged audience in mind. They will support their media engagement recommendations with evidence from peer-reviewed research, professional journalism, and their own lived experiences.

Sample lecture topics: One example of a strategy students can use to improve their media engagement for wellbeing is to put intentional thought into what media they are engaging with, why they are choosing it, and how that might impact their health and wellbeing.

Sample assignments and evaluations: In Module 5, students learn about Uses and Gratifications theory, which provides the framework for them to think about what media they choose and why. In the discussion post, they are asked to connect this to their lived experiences: Describe your own media use in terms of Uses and Gratifications Theory. Is there any way that you might change your media use to better your well-being?

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 4/3/24

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Concurrence Form

<p style="text-align: center;">The Ohio State University College of Arts and Sciences Concurrence Form</p>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the College of Arts and Sciences and the Office of Academic Affairs.

A. Proposal to review

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Academic Unit Asked to Review		Date response needed

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date