| **Class Days/Times**: W, 5:30-8:00 | **Class Location**: Zoom |
| --- | --- |
| **Instructor**: Adam S. Kahn, Ph.D.(You’re welcome to call me Adam) | **Office**: AS-354 (unlikely to be on campus this semester) |
| **Phone**: (562) 985-7130 (I do not check voicemail) | **Email**: Adam.Kahn@csulb.edu |
| **Office Hours**: Tu/Th, 1:45-3:15 and by appointment (very flexible for MA students) | **Prerequisites**: None |

## Course Description

## Contemporary and classic theories and research on the uses, processes, power dynamics, and effects of communication technology and media/mediated communication. Consideration of deterministic perspectives and their social constructionist critiques.

## Student Learning Objectives

Upon successful completion of this course, students will be able to:

1. Explain and critique contemporary and classic theories and research on the uses, processes, power dynamics, and effects of communication technology and media/mediated communication
2. Empirically evaluate the uses, processes, power dynamics, and effects of communication technology and media/mediated communication
3. Appraise deterministic and social constructionist perspectives on communication technology and media/mediated communication

## Required Texts and Readings

### Book

Oliver, M. B., Raney, A. A., & Bryant, J. (Eds.). (2020). *Media effects: Advances in theory and research* (4th ed.). Routledge. (*MEATR4* on syllabus)

Note: I recommend you purchase this (especially if you are considering doctoral study), but the library has an electronic edition of this book. Only one user can access the electronic edition at a time, so if you do not have your own copy, you run the risk of not be able to access it if others are using when you want to.

### Other Readings

All other readings will be posted to BeachBoard. Some of these readings will come from the following books:

Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media effects: Advances in theory and research* (3rd ed.). Routledge. (*MEATR3* on syllabus)

Nabi, R. L., & Oliver, M. B. (Eds.). (2009). *The SAGE handbook of media processes and effects*. Routledge. (*SHMPE* on syllabus)

Sundar, S. S. (Eds.). (2015). *The handbook of the psychology of communication and technology*. West Sussex, UK: Wiley Blackwell. (*HPCT* on syllabus)

All other readings will be listed on syllabus by author name

### Optional Texts

The following books are not required, but might be helpful in working on your class project:

Field, A. (2018). *Discovering statistics with IBM SPSS* (5th ed.). SAGE.

Witmer, R. D., & Dominick, J. R. (2014). *Mass media research: An introduction* (10th ed.). Cengage.

## Course Schedule

| **Week** | **Date** | **Topics, Readings, Assignments** |
| --- | --- | --- |
| 1 | 8/26 | Introduction (88 pages)*MEATR4*, Chs. 1 and 2 (12 pages; 15 pages)*SHMPE*, Chs. 1 and 2 (8 pages; 14 pages)Neuman & Guggenehim, 2011 (21 pages)Potter, 2011 (18 pages) |
| 2 | 9/2 | Methods and Pedagogy (58 pages not including faculty research and rubric)*SHMPE*, Chs. 3 and 4 (15 pages; 12 pages)Eveland, 2003 (14 pages)Nass & Mason, 1990 (17 pages)Peruse COMM faculty research (on BB)*Quality Matters* Rubric (42 page chart) |
| 3 | 9/9 | Media Use and Presumed Media Influence (79 pages)*MEATR4*, Chs. 10 & 12 (12 pages; 12 pages)*MEATR3*, Chs. 8 & 12 (14 pages; 13 pages)*SHMPE*, Ch. 35 (13 pages)Tsfati & Cohen, 2013 (15 pages) |
| 4 | 9/16 | Key Theories of Media: Cultivation and Social Cognitive Theory (71 pages)*MEATR4*, Chs. 5 & 7 (9 pages; 11 pages)Bandura, 2001 (28 pages)Morgan, Shanahan, & Signorielli, 2015 (23 pages)**Draft of Introduction Due** |
| 5 | 9/23 | Key Theories of Media: Agenda Setting and Framing (87 pages)*MEATR4*, Chs. 3 & 4 (11 pages; 14 pages)*MEATR3*, Chs. 1 (13 pages)Borah, 2011 (12 pages)Lecheler & de Vreese, 2011 (19 pages)Scheufele & Tewksbury, 2007 (18 pages) |
| 6 | 9/30 | Key Theories of Technology (100 pages)*HPCT*, Chs. 1, 2, & 3 (16 pages; 20 pages; 33 pages)*SHMPE*, Ch. 32 (11 pages)Nass & Moon, 2000 (20 pages) |
| 7 | 10/7 | Media and Cognition (50 pages)*MEATR4*, Chs. 6 & 13 (13 pages; 12 pages)*SHMPE*, Ch. 13 (10 pages)Hamilton & Benjamin, 2020 (4 pages)Hamilton & Yao, 2018 (11 pages) |
| 8 | 10/14 | Media and Persuasion (94 pages)*MEATR4*, Chs. 8, 9, & 18 (10 pages; 10 pages; 10 pages)*MEATR3*, Chs. 7 & 20 (29 pages; 26 pages)**Draft of Method Due** |
| 9 | 10/21 | Media and Emotion (53 pages)*MEATR4*, Chs. 11, 17, & 21 (11 pages; 11 pages; 12 pages)Brave & Nass, 2001 (12 pages)Oliver et al. (7 pages) |
| 10 | 10/28 | Violence and Sex (51 pages)*MEATR4*, Chs. 14 & 15 (12 pages; 12 pages)Ferguson & Beresin, 2017 (7 pages)Ferguson & Hartley, 2020 (7 pages)Ferguson & Konijn, 2015 (13 pages) |
| 11 | 11/4 | Education and Health (52 pages)*MEATR4*, Chs. 19 & 20 (13 pages; 11 pages)Grabe, Ward, & Hyde, 2008 (13 pages)Moyer-Gusé, 2008 (15 pages) |
| 12 | 11/11 | **Veteran’s Day – NO CLASS** |
| 13 | 11/18 | Stereotypes and Cultural Considerations (49 pages)*MEATR4*, Chs. 16 & 27 (9 pages; 11 pages)Ramasubramanian & Banjo, 2020 (16 pages)Scharrer & Ramasubramanian, 2015 (13 pages) |
| 14 | 11/25 | **Fall Break – NO CLASS** |
| 15 | 12/2 | Interactive and Immersive Media and Technology (71 pages)*MEATR4*, Chs. 22, 23, & 26 (10 pages; 10 pages; 12 pages)Lee, 2004 (22 pages)Yee & Bailenson, 2007 (17 pages)**Draft of Results Due** |
| 16 | 12/9 | Social and Mobile Media and Technology (54 pages)*MEATR4*, Chs. 24 & 25 (12 pages; 10 pages)Ellison & boyd, 2013 (19 pages)Evans, Pearce, Vitak, & Treem, 2017 (13 pages) |
| **Final Exam Week** |  | **Presentation of Empirical Study During Final Exam Slot****Final Paper Due by Beginning of Final Exam Slot****G.I.F.T.S. and Online Course Module Due by Beginning of Final Exam Slot if topic is from Weeks 13-16 (otherwise due 4 weeks from when topic was covered in class)** |

## Course Policies and Requirements

### Reading, Preparation, and Class Participation

The order in which readings appear on the syllabus are the rough order in which I recommend you read them. In addition, the readings *are not* evenly spread across the weeks, so if there is a week with less reading or an upcoming week with more reading, it is recommended you read ahead. While the reading may be a lot at times, especially when you are taking your other courses and teaching/grading your sections, know that when it comes to graduate seminars, I am doing the reading along with you while I teach and grade four (different) courses at the same time. Your pain is my pain.

Starting with Week 3 and every week class meets until the end of the semester, in preparation for class, I ask that by 11:59 pm on the day before class (i.e. Tuesday), you post to the class discussion boards *at least one of each* of the following:

* Something you found interesting/important (and why)
* A question that came up for you
* A (social scientific) critique of something you read
* A novel, testable hypothesis (with brief explanation)
* Something you want to be sure the class discusses together

You should make sure every reading (individual chapters in a book each count as a separate reading) is addressed somewhere in your five (or more) points. In recognition that things comes up, you are allowed to skip up to two weeks of these posts (so you need a total of 10 weeks’ worth of posts). If you skip more than two weeks, each additional week is one point off your final grade.

You should come to class having read everybody’s discussion post and ready to discuss them in-person, as students will be selected at random (using a random number generator) to lead class discussion based on everybody’s discussion posts. You will not know until class begins whether you will be classroom leader so as to ensure everybody is prepared for class. For any two weeks of your choosing, if you email me prior to class, I will not include you in the random selection (an absence, excused or unexcused, will be considered a week you are opting out of being selected).

### Journal Club

### Starting with Week 3 and every week class meets until the end of the semester, you should find an academic journal article of an empirical study (not a theory or summary article) from the last 5 years (2016-2020), and preferably in the last year, related to one of the week’s assigned readings (thus, you will need to have at least perused the week’s readings prior to selecting your article). It is strongly preferred that you find an article that is not mentioned in the week’s readings. Every student needs to have selected a distinct article, and an article can be selected only once in the semester, so we will have a class Google Doc, where you will be expected to add the article to a reference list to ensure this. You must select your article and add it to the reference list (even if you haven’t read it yet) by the 11:59 pm on the Sunday night prior to class. You may be called on during class to present/discuss your article.

### Empirical Project

In groups, to better learn the theory and methods of media and technology research, you will complete an empirical study related to media effects/media psychology/technology. This may be scholarly or applied in nature, and I will work with you to find a project relevant to your professional goals. In light of COVID-19, this will have to be an online study (I may have some funds to collect data using an MTurk sample, or you may see if a faculty member will let you use their class for data collection). You may select your own groups based on your interests and professional goals, and if you feel that it would be better for you to work on it alone, you may choose to do so. The different parts of the project will be submitted along the way for feedback and will result in a full-length paper and class presentation during the class final exam period. The sooner you begin, the sooner you can receive IRB approval (there is a new process for receiving approval for class projects that should speed up the process relative to a typical project.).

### Great Idea for Teaching Students

You will be expected to design a Great Idea for Teaching Students (G.I.F.T.S.) appropriate for submission to NCA, ICA, or WSCA and/or *Communication Teacher* (or a comparable venue in your discipline if you are not in Communication Studies). Pedagogy design will be introduced in Week 2. There is no class-wide deadline; rather, it will be due within 4 weeks of us covering the topic in class (or the end of the semester if it’s covered at the very end of the course).

### Online Course Module

You will be expected to design an online course module appropriate for an undergraduate version of the subject matter along with an appropriate assessment for the module. Online course design will be introduced in Week 2. There is no class-wide deadline; rather, it will be due within 4 weeks of us covering the topic in class (or the end of the semester if it’s covered at the very end of the course).

### Grading Formula

| **Assignment** | **Points** | **Weight** |
| --- | --- | --- |
| Class Participation(including discussion boards, journal club, and discussion leadership) | 8 | 1/3 |
| Empirical Project(including work product along the way, final paper, and final presentation) | 8 | 1/3 |
| G.I.F.T.S. (Great Idea for Teaching Students) | 4 | 1/6 |
| Online course module | 4 | 1/6 |

### Course Grading Scale

| **Points** | **Letter Grade** |
| --- | --- |
| 22-24 | A |
| 19-21 | B |
| 16-18 | C |
| 13-15 | D |
| Below 13 | F |

**Attendance Policy**

Students are expected to attend classes regularly. You are allowed one excused absence, no questions asked, no need to tell me why. After the first absence, 1 point will be deducted from your final grade. Please refer to and get familiar with the [CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic\_information/class\_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html).

### Plagiarism/Academic Integrity Policy

All work will be submitted electronically via BeachBoard and analyzed for plagiarism with Turnitin. It is strongly recommended you submit your work early so that you can check to make sure you did not unintentionally commit plagiarism and resubmit the work before the deadline. The last version of your work that you submit before a deadline is assumed to be original unless your source material is documented appropriately, such as a References/Works Cited page in accordance with APA formatting. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on [cheating and plagiarism in the CSULB catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic\_information/cheating\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html). Videos on [plagiarism created by CSULB Communication Studies faculty and studes can be found at http://www.csulb.edu/~tallen/student2student/studenttostudent/](file:///C%3A/Users/016167383/AppData/Local/Temp/plagiarism%20created%20by%20CSULB%20Communication%20Studies%20faculty%20and%20studes%20can%20be%20found%20at%20http%3A/www.csulb.edu/~tallen/student2student/studenttostudent/). If it is determined you that cheated according to the university definition of cheating, the typical action is assignment of a failing final grade. If it is determined that you plagiarized according to the university definition of plagiarism (regardless of intent), the typical action will range from an assignment of a score of zero (0) for the specific demonstration of competence to assignment of a failing final grade for the first occurrence of plagiarism and assignment of a failing final grade for any future plagiarism. I am required, according to university policy, to submit a "Student Academic Dishonesty Report" whenever I have found a student has cheated and plagiarized, regardless of the action I take, and the university may take further action.

### University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student\_academic\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic\_regulations/withdrawal\_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy. If you would like to withdraw from the class prior to the final 3 weeks of an instruction, please set up a meeting with me, and we can mutually decide whether you have a serious and compelling reasons, and if we agree, I will sign the necessary paperwork (though withdrawing also requires the signature of the Communication Studies department chair). According to university policy, poor academic performance or poor time management is not justification for withdrawing from classes

### Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form - http://www.csulb.edu/divisions/aa/academic\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

### Inform Me of Any Accommodations Needed

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Bob Murphy Access Center (BMAC), formerly known as Disabled Student Services at 562-985-5401 or visit the Student Success Center, #110 during 8AM-5PM weekday hours. BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible.

This syllabus was adapted with permission from the Accessible Syllabus Template provided by the CSULB Faculty Center for Professional Development.