

Foundations in Media Psychology

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12 weeks

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COURSE DESCRIPTION

Media psychology is the application of psychological theory and research to the analysis of media and technology use, development and impact. In plain English, media psychology is about people and how they use, create and distribute media and the impact it has on them and the world at large. It is about how people think and feel and why they do things. Media psychology is about understanding what people want and need in order to help them create and use media to get more done, do things better and live more fulfilling lives. This course explores this exciting and burgeoning field.

The purpose of this class is threefold: 1) to give you context and awareness of the theoretical tools at your disposal as you begin your journey through media psychology; 2) to show the broader media landscape, acknowledging that for every topic we discuss, there will be 10 more we don't even have a chance to touch; finally 3) to instill in you the importance of understanding human behavior and experience as the basis for working with media applications.

As we move through different topics, I hope this will whet your appetite, increase your curiosity and sense of potential. Perhaps it will spark an interest where you might want to continue future exploration. The field of psychology is too vast to fully master in a lifetime, much less a single term. The goal for this foundations course is for you to begin to get a sense of the 'lay of the land,' to see how some of the major subfields, theories and schools of thought relate to each other and fit with different technologies and media experience. This will enable you to know how to ask questions and where to go to dig deeper to extend your theoretical understanding. This foundation is really just the beginning of a road map to give you a rough sketch of where to find the roads and towns. It is a map that you will continue to fill in as you pursue the topics that excite you.

Course Competencies

- Understanding the field of media psychology as a scholar and practitioner
 - Demonstrate an understanding of the role of psychological theory to inform the range of topics within the field of media psychology
- Understanding and applying research
 - Demonstrate the ability to read, understand and appropriately apply research from the field of psychology to the use, development and distribution of media technologies
- Understanding the complex interaction of media technologies with human behavior and society
 - Explain the reciprocal influence of human behavior, emotion and development with media and technology content, creation and use
- Understanding the appropriate application of psychological theory to the complex media environment
 - Demonstrate how to synthesize and apply social, cognitive, developmental and positive psychologies to the development, use and impact of media technologies as they impact individual and collective agency, efficacy, identity and wellbeing
- Understanding the importance of a participatory media culture
 - Defend the role of media literacy and digital citizenship as 21st century competencies for social and psychological civic engagement, empowerment and well being.
- Understanding the power of psychology to enable social change
 - Demonstrate how the tenets of psychology inform media technologies that can enable positive individual, organizational and global change
- Understanding the ethical implications of media and technology
 - Identify and explain the ethical issues inherent in the use, development and distribution of media technologies related to psychological well being, identity, social engagement, individual and universal rights, ethnicities and culture

Conceptual questions to consider:

- What is "media"?
- What are the benefits of applying media psychology?
- How do beliefs, biases and assumptions influence how we think about media and technology use and how we approach research?
- Is there a distinction between online and offline in how we communicate and make meaning of the world around us?
- How does the multisensory nature of media impact perception and use?
- How does a globally and socially networked world influence our understanding of others and ourselves?
- How do media and technology impact individuals and groups across cultures, socioeconomic status, and geography?
- How do different theories of human behavior inform our approach to developing and understanding media applications across diverse environments and populations?
- How can media be used effectively and sensitively to achieve socially constructive goals?

REQUIRED READINGS:

Books with *** are available as ebooks in the Fielding Library. Only certain chapters will be assigned in these books and you should be able to download and print them out if you prefer reading on paper. They are expensive books, so purchasing them, while an option, is not necessary. The field of media psychology is continually changing. There is no single book that captures it all. The bulk of the course reading is in articles that will be provided. Please also note that this is a graduate level course. I expect you to do some research of your own EVERY week relevant to the topic we are discussing. Do a keyword search in the library or on Google Scholar. Start getting familiar with what's out there. Set yourself a goal to find one interesting article that you can add to the discussion each week.

- Baym, Nancy K. (2010). *Personal Connections in the Digital Age*. Digital Media and Society Series. Malden, MA: Polity.
- ***Dill, K. (Ed.). (2013). *Oxford Handbook of Media Psychology*. New York: Oxford University Press.
- Giles, D. C. (2010). *Psychology of the Media*. London: Palgrave Macmillan. (His 2002 book, *Media Psychology*, is in the library. There is quite a bit of overlap, but the assignments won't match up.)
- ***Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford Handbook of Internet Psychology*. Oxford: Oxford University Press.

PDF files of the articles will be in the "Articles & Resources" folder/directory on the Moodle course shell.

Note: If you have not already read Jenkins' *Convergence Culture*, it can be helpful, especially if you are just starting the program. It will give you good context from a non-mass media perspective. (Jenkins, H. (2008). *Convergence Culture: Where Old and New Media Collide* (Revised ed.). New York: New York University Press.) It is an entertaining book and sets the premises for the blurring of boundaries among technologies, transmedia storytelling as a participatory communication strategy and the shifting roles of consumers and producers (or prosumers, as some have called them.)

A word about books:

Many books, texts and handbooks are not original sources in the sense that authors frequently summarize and synthesize the research and ideas of others. Rather than referring to "Green (date) as cited in Brown (date)", I **strongly** encourage you to get in the habit of trying to find original sources whenever possible. Your understanding of the original article may be different from how it's represented by the author. The references and bibliographies of academic and compilation books, such as the Oxford Handbooks, are fabulous resources.

An introductory psychology textbook is a handy resource. Even if you've studied psychology before, nobody knows, or remembers, everything. If you're new to psychology, it can give you some quick background to explore a theory that interests you. A free online version is:

- Dewey, R. (n.d.) *Psychology: An Introduction*. <http://www.intropsych.com/>

Another free online resource is John Suler's psychology of cyberspace. Keep in mind that the most recent update is 2006.

- Suler, John (2006) *The Psychology Of Cyberspace*. Lawrence, NJ: Truce Center Publishing. <http://truecenterpublishing.com/psycyber/psycyber.html>

About the texts:

Baym addresses some very important aspects of digital life from a pretty balanced perspective. She brings together a lot of good resources, so I find the reference list to be as valuable as the prose.

Giles' book is an overview of some of the research and theories. You will get a good historical view of the concerns of media psychology and the focus of research pre-Internet that has carried over across all media. None of the theory is presented in depth. (For backup you can also use: Giles, D. C. (2003). *Media psychology*. Mahwah, New Jersey: Lawrence Erlbaum Associates. It is available free online).

Consider all books these as "gateway" not end points.

You will see that I have posted many resources each week. Many of these are optional but are there to support learning beyond the required readings in areas that are of interest and value to you.

If you have trouble finding an article OR if you are not sure how to apply theory, please do not hesitate to ask.

HOW TO HANDLE REQUIRED READING, RECOMMENDED READINGS, PILES OF ARTICLES, AND THE UNCONTROLLABLE DESIRE TO READ EVERYTHING

I will give you lots of articles. I have NO expectation that you should read them all. Having said that, I know that some of you will still feel an anxious compulsion to do everything. Here is some advice (from someone who has piles of articles printed out all over her office waiting to be read):

1. **For required reading** – first skim it quickly so you have an idea of the general content, the length and the amount of energy and attention it will take. Then make a plan to read it when you have the time that will fit the need. Don't try to read Bandura on the treadmill. It won't work.
2. For recommended reading – skim the titles on the syllabus. If something interests you, read the abstract and MAYBE the conclusion. That way, you know approximately what's in the article in case you want/need to explore it in more depth later. Who knows, it might be relevant in week 6. The recommended reading and my Lending Library on box.com are intended as a service to provide you with resources IF you want them. They are truly, honestly, cross-my-heart-and-hope-to-die optional.

The recommended books (see below), such as Jenkins, Shirky, Gee and McGonigal, are all good treadmill reads. You can even get some of them on audiobooks and multitask while walking the dog. A few years ago, I listened to Barabasi's *Linked* on audio and about drove my husband nuts with all the good ideas I felt compelled to share after walking the dog each morning.

3. Make references and bibliographies your new best friend. When you are reading something with a citation that is relevant to your interests, see what the citation is from. Hunt down articles in the reference list to see what the author is actually citing. Sometimes you will be surprised sometimes to see the interpretations others make. The real reason to do this is that as you focus in on your dissertation topic, you will come to a point where you begin to recognize all the articles being cited by the things in your field you are reading. This is how you know you have true handle on an area within the field.

RECOMMENDED READINGS:

Articles, links, videos and additional readings will be posted on the site. *Recommended* is not the same as *Required*. *Optional* or *Extra* means just that – optional or extra. This isn't a trick.

- Cialdini, R. B. (2007) *Influence: The Psychology of Persuasion* (Revised ed.). New York: HarperCollins Publishers.
Cialdini has published extensively on social influence. This book is written for a general audience and is very readable, but includes the references to the studies he ran. You will run into variation of his theories throughout your studies (and beyond.)

The following are non-academic books that are easy, engaging reads and great for igniting exciting ideas and new directions of thought. They come from fields other than psychology, with the exception of Weinschenk, and provide relevant insight and commentary on the social and technical issues we face in media psychology and the evolving media landscape. I encourage you, however, to refrain from citing them as rationale—they aren't PROOF of anything from an empirical perspective unless they are discussing a study they ran and include the citation. If they include citations and references, look to those for your citations. This is particularly true of Weinschenk who does a marvelous job of giving you a drive by shooting of theories and research that support her points. Follow those references and you will have a wealth of knowledge at your disposal. Keep in mind that I am not dissing these folk. These are super smart people and it is perfectly legitimate to say, "Scholars such as Gee (2007) argue that games have tremendous potential in the classroom..." That is completely different from saying "Games improve learning (Gee, 2008)" If you don't get the difference, which is subtle, let's talk.

- Gee, J. P. (2007). *What Video Games Have to Teach Us About Learning and Literacy* (Revised & Updated) (2nd ed.). New York: Palgrave Macmillan.
- Haidt, J. (2006). *The Happiness Hypothesis*. New York: Basic Books. (Technically, this is not about media, but you will find it gets referred to a lot for the ideas about motivation.)
- Jenkins, H. (2008). *Convergence Culture: Where Old and New Media Collide* (Revised ed.). New York: New York University Press.
- Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable Media: Creating Value and Meaning in a Networked Culture*. NYU Press.
- Johnson, J. (2010). *Designing with the Mind in Mind*. Amsterdam: Morgan Kaufman.
- Johnson, S. (2005). *Everything Bad Is Good for You: How Today's Popular Culture Is Actually Making Us Smarter*. New York: Berkeley Publishing Group.
- McGonigal, J. (2011). *Reality is Broken: Why Games Make us Better and How They Can Change the World*. New York: Penguin Books. (McGonigal, 2011)

- Pink, D. (2009). *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead.
- Shirky, C. (2008). *Here Comes Everybody*. New York: Penguin Books. (Shirky, 2008)
- Weinschenk, S. M. (2009). *Neuro Web Design: What Makes Them Click?* Berkeley: New Riders.

COURSE ASSIGNMENTS

The course delivered in a 12-week format consists of weekly discussions, comments to peers, and a final project with two parts, one written, the other media.

DISCUSSION POSTS (35%)

Primary discussion posts are short essays related to a question or to the readings. These are critical thinking pieces, ***not editorials***. The length is short, approximately 4 to 5 paragraphs. Support your opinions by the readings and outside research that you have done. Every initial post must include citation(s) and reference(s) following APA format. (I don't expect hanging indent in Moodle as it doesn't cooperate but please get the citations right.) Keep in mind that academic writing is about building your arguments from the literature. In academic writing, you will rarely use the first person (I) unless specifically asked for your opinion or experience on something. I want your opinion, but I want you to show it to me by constructing it out of research and theory. Please don't write things like "I agree with Bandura..." unless you are hankering to do a rewrite.

I will provide an APA format cheat sheet for a short list of key formatting issues. I will not mark off for APA formatting mistakes initially, but I will be looking for your effort and improvement over the course. Note: Moodle is not always cooperative about formatting, so things like hanging indents don't work. Don't worry about that. If you're trying, I can tell.

Primary posts are due no later than **Sunday by midnight PST**, however earlier is better to encourage discussion and feedback.

IMPORTANT: I will be looking for the application of theory and academic literature to the topic in every posting unless explicitly stated otherwise. If you do not integrate theory into your posts, you will not receive credit without a rewrite. Please note that blog posts, Wikipedia entries and news articles are not considered academic resources. They can be used as examples, but not as theoretical justification.

COMMENTS TO DISCUSSION POSTS (20%)

Make substantive comments to **three** (3) of your peers' essay postings each week. By the end of the course, make sure you have responded at least once to everyone in the class. It's okay to disagree but be respectful, say why, and use evidence with citations to support your point. Substantive means that your comment contains content that furthers or contributes to the conversation, such as questions, additional information, or similar issues. These are not substantive posts: "Hey, great post!" or "Boy, I really agree with you! That happens to me all the time!" The required comments are due no later than the following Wednesday by midnight PST, but feel free to continue any discussion past that. If you *consistently* wait until the last minute, it defeats the purpose of a discussion and you will not receive full credit.

FINAL PROJECT: 2 PARTS (PAPER = 30%; MEDIA PIECE = 15%)

DEADLINES

All main posts are due Sunday, midnight PST, so you have the weekend to work on them.

All comments (participation) are due by the following Wednesday, midnight PST. You must respond substantively to a minimum of three classmates

| WEEK | WEEK STARTS | POST DUE | COMMENTS DUE |
|------|-------------|-----------|--------------|
| 1 | 9/9/15 | 9/13/15 | 9/16/15 |
| 2 | 9/16/15 | 9/20/15 | 9/23/15 |
| 3 | 9/23/15 | 9/27/15 | 9/30/15 |
| 4 | 9/30/15 | 10/4/15 | 10/7/15 |
| 5 | 10/7/15 | 10/11/15 | 10/14/15 |
| 6 | 10/14/15 | 10/18/15 | 10/21/15 |
| 7 | 10/21/15 | 10/25/15 | 10/28/15 |
| 8 | 10/28/15 | 11/1/15 | 11/4/15 |
| 9 | 11/4/15 | 11/8/15 | 11/11/15 |
| 10 | 11/11/15 | 11/15/15 | 11/18/15 |
| 11 | 11/18/15 | 11/22/15 | 11/25/15 |
| 12 | 11/25/15 | 12/11/15* | Optional |

*Final paper due 12/11/15. You have 2 ½ weeks to prepare the final paper and project.

SCHEDULE :

1) ENTERING THE WORLD OF MEDIA PSYCHOLOGY

Learning objective: Demonstrate an understanding of the breadth of the field media psychology and the challenges of defining a field with the continual emergence of new technologies and applications

ASSIGNMENT

Post to the Discussion Board:

Question #1:

Briefly introduce yourself. Include your interests or goals that bring you to Fielding and led you to study media psychology. Before you spend any time doing research, note your general understanding of media psychology and your feelings and beliefs about media technologies and society. This is a good chance to examine the beliefs and assumptions you hold about media and media technologies.

Question #2

Write a short statement using the readings and your own research (no longer than one page).

Start by defining media psychology and then briefly discuss how media consumption and expectations have changed. Based on examples you find in the readings and other research, how does this impact Media Psychology as a field.

READ

The article by Bandura is long and dense. Don't worry if you don't get through it this week, but keep plugging away. Bandura's social cognitive theory is a pivotal one in media psychology.

- START READING: Bandura, A. (2001). Social Cognitive Theory of Mass Communication. *Media Psychology*, 3(3), 265-299.
- Baym, Nancy K. (2010). *Personal Connections in the Digital Age*, Chapter 1
- Giles, D. C. (2010). *Psychology of the Media*. London: Palgrave Macmillan. Chapters 1, 2
- Palfrey, J., & Gasser, U. (2008). *Born Digital: Understanding the First Generation of Digital Natives*. New York: Perseus Books. Chapter 1/Introduction: Understanding the First Generation of Digital Natives. First chapter, pp. 1-15. PDF in folder
- Rutledge, P. B. (2013). Arguing for Media Psychology as a Distinct Field. In K. Dill (Ed.), *Oxford Handbook of Media Psychology* New York: Oxford University Press. (pp. 43-58). PDF in folder

2) MENTAL MODELS, PERCEPTIONS AND RESEARCH

Learning Objective: Show an understanding of the way internal bias and external framing can influence the way media messages are constructed, perceived and research

ASSIGNMENT

Post a short essay using the readings and your own research (no longer than one page). I don't expect you to wade through the statistical analysis in any depth, but to think about all the ways that the research raises other questions.

Identify a topic area that interests you where there is disagreement among scholars, such as media violence, Internet use, stereotyping, body image, or the use of media, such as gaming or social media, or any other thing that interests you and where you can find two opposing sides of empirical research in psychology. What are the conflicts in the research or perspectives? Are there problems inherent in measuring and presenting information? How are these perspectives presented to the public? How much is reported by journalists or university press releases versus researchers themselves? When would confirmation bias (hearing what you believe to be true) come into play? When does research turn into advocacy? Make sure your conclusions are based on the theoretical arguments and evidence in scholarly research.

Here's an example of three views of a research project from 2008. Of particular interest is the review by Dr. Larry Kutner addressing some of what he views as misrepresentations from the original study. (Consider the pressure some universities place on researchers to draw attention to their work to attract students, grant money, donors, etc.)

1. Three views of a research project:
 - a. Chandra, A., Martino, S., Collins, R., Elliott, M., Berry, S., Kanouse, D., et al. (2008). Does watching sex on television predict teen pregnancy? Findings from a national survey of youth. *Pediatrics*, 122(5), 1047-1054
 - b. Associated Press (November 3, 2008). Study links pregnancy with watching sexy TV shows. *Newsday.com* Retrieved November 5, from [Http://www.newsday.com/entertainment/tv/ny-etsex1103,0,5430292.story](http://www.newsday.com/entertainment/tv/ny-etsex1103,0,5430292.story)
 - c. Kutner, L. (2008). Remarks on Chandra study and Newsday write-up (Casual response to publication of Chandra study pasted to APA Division 46 Listserv).
 - d. Anita Chandra discusses first study to demonstrate a link between exposure to sexual content on TV and subsequently becoming pregnant or being responsible for a pregnancy before the age of 20. http://www.rand.org/multimedia/video/2008/11/03/anita_chandra_does_watching_sex_on_television_predict_teen_pregnancy.html

READ

- Baym, Nancy K. (2010). Personal Connections in the Digital Age, Chapter 3
- Giles, D. C. (2010). Psychology of the Media. London: Palgrave Macmillan. Chapters 3-8.
- Blog on mental models in human thinking by two of the primary "mental models" scholars: Johnson-Laird, P. N., & Byrne, R. (2000). Mental Models: A Gentle Introduction, from <https://mentalmodelsblog.wordpress.com/mental-models-a-gentle-introduction/>
- Kutner, L., & Olson, C. K. (2008). *Grand Theft Childhood: The Surprising Truth About Violent Video Games and What Parents Can Do*. New York: Simon and Schuster. Chapter 3 (in articles folder.)
- Sherry (n.d.) The Parable of the Mine Shaft
- Shoemaker, P. J. (1996). Hardwired for News: Using Biological and Cultural Evolution to Explain the Surveillance Function. *Journal of Communication*, 46 (3), 32-47.

The following article by Sherry, even though it's now 10 years old, show how shifting theoretical perspective impacts how we assumptions about the origins of behaviors and, by extension, influences the types of questions we ask as researchers.

- Sherry, J. (2004). Media Effects Theory and the Nature/Nurture Debate: A Historical Overview and Directions for Future Research. *Media Psychology*, 6 (83-109).

Note: The following is a chapter on Psychology's contribution to communications theory. It is long and, by design, neglects social psychology, clinical psychology and developmental psychology, as those specific areas are coming from other authors. I give you this as a reference, so give it a SKIM. Do **not** feel compelled to READ every word. If you do not have a background in psychology, however, you may find the bits about theoretical orientation helpful.

- Rutledge, P. (2016 expected). Psychology. In G. E. Klaus Bruhn Jensen & J. P. Robert T. Craig, and Eric Rothenbuhler, Associate (Eds.), *International Encyclopedia of Communication Theory and Philosophy*: Wiley-Blackwell and the International Communication Association.

EXTRA RESOURCES

- Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J. D., Linz, D., et al. (2003). The Influence of Media Violence on Youth. *Psychological Science in the Public Interest*, 4 (3), 81-110. Retrieved December 5, 2009 from <http://www.psychologicalscience.org/pdf/pspi/pspi43.pdf>.
- Brewer, P. R. (2006). National Interest Frames and Public Opinion About World Affairs. *The Harvard International Journal Of Press/politics*, 11(4), 89-102.
- Chi, M. T. H. (2008). Three Types of Conceptual Change: Belief Revision, Mental Model Transformation, and Categorical Shift. In S. Vosniadou (Ed.), *Handbook of Research on Conceptual Change* (pp. 61-82). Hillsdale, NJ: Erlbaum.
- Ferguson, C. J. (2009). Media Violence Effects: Confirmed Truth or Just Another X-File? *Journal of Forensic Psychology Practice*, 9 (2), 103-126.
- Ferguson, C. J. (2009). Violent Video Games: Dogma, Fear, and Pseudoscience. *Skeptical Inquirer*, September/October.
- Giles, D. C. (2003). *Media Psychology*. Mahwah, New Jersey: Lawrence Erlbaum Associates. Chapter 3
- Iyengar, J. (2005). Speaking of Values: The Framing of American Politics. *The Forum*, 3(3), 1-9
- Scheufele, D. (1999). Framing as a Theory of Media Effects. *Journal of Communication*, Winter, 103-122.
- Scheufele, D. A., & Tewksbury, D. (2007). Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models. *Journal of Communication*, 57(1), 9-20. doi: 10.1111/j.0021-9916.2007.00326.x
- Sternheimer, K. (2009) *Connecting Social Problems in Popular Culture*, Westview Press.

3) MEDIA LITERACY

Learning Objective: Demonstrate an understanding of differing views of media literacy, the socioeconomic issues of media access and how the ability to produce and distribute media influences the concept the media literacy.

ASSIGNMENT

Select one topic related to media literacy and digital citizenship that allows you to focus. Make an argument about the social and psychological implications using research to make your case. Topic examples are:

- How does media literacy compare to technological literacy or traditional literacy - are they the same thing now?
- How should we be thinking about the 'digital divide'? What aspects of digital literacy will define the 'haves and the 'have nots'?
- How real a threat is 'Big Brother' in 'Big Data'? Are the benefits, such as conservation of resources in Smart Cities, worth the risk to privacy?

READ

- Alper, M., & Herr-Stephenson, B. (2013). Transmedia Play: Literacy across Media. *Journal of Media Literacy Education*, 5 (2), 366-369.
- Hobbs, R., & Jensen, A. (2009). The Past, Present, and Future of Media Literacy Education. *Journal of Media Literacy Education*, 1, 1-11.
- Jenkins, H., Purushotma, R., Clinton, K., Weigel, M., & Robinson, A. J. (2006). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Retrieved September, 12, 2009 <http://newmedialiteracies.org/>
- Gow, G. (2010). Marshall McLuhan and the End of the World as We Know It. *ESC*, 36.2 (3), 19-23.

EXTRA RESOURCES:

- Elgan, M. (2015). How Facebook, Apple and Twitter Are Ending Online Equality. *ComputerWorld.com*.
- Flaherty, J. (2010). Bridging the Digital Divide. *Academic Matters*, from <http://www.academicmatters.ca/2010/10/bridging-the-digital-divide/>.
- Hobbs, R. (2010). *Digital and Media Literacies: A Plan of Action*. Washington D.C.: The Aspen Institute and the John S. and James L. Knight Foundation.
- Livingstone, S., & Helsper, E. (2010). Balancing Opportunities and Risks in Teenagers' Use of the Internet: The Role of Online Skills and Internet Self-Efficacy. *New Media & Society*, 12(1), 309-329.
- Livingstone, S. (2014). Developing Social Media Literacy: How Children Learn to Interpret Risky Opportunities on Social Network Sites. *Communications*, 39(3), 283-303.
- Schradie, J. (2011). The Digital Production Gap: The Digital Divide and Web 2.0 Collide. *Poetics*, 39(2), 145-168.

- Tene, O., & Polonetsky, J. (2012). Privacy in the Age of Big Data: A Time for Big Decisions. *Stanford Law Review*, 64, from <https://www.stanfordlawreview.org/online/privacy-paradox/big-data>.

LINKS

This site is largely a promotion for their book, however, each chapter link has a list of resources worth exploring. New Learning Literacy Resources <http://newlearningonline.com/literacies>

Cyberwise (Media Literacy company founded by two Fielding media psychology grads). www.cyberwise.org

Common Sense Media <http://www.common sense media.org/>

4) SELF REPRESENTATION

Learning Objectives: Understand how self-representation can be evaluated from multiple theoretical perspectives. Experience the subjectivity in creating and interpreting the public self.

ASSIGNMENT

In our examination of selfies, please experiment with them personally. During the week, take a minimum of four selfies (pick different days). Take one regular selfie, one gratitude selfie, one inspirational selfie, and one motivational selfie. Pay attention to your thought processes. You don't have to post them, but it would be great if you would to give context to your post.

For the discussion post, how do the theoretical questions and conflicts that applied to the creation and use of selfies relate to your experience of taking selfies?

Note: If you have ideas about how you research selfies, let me know. Jerri Lynn Hogg and I are running a practicum group on selfie research.

It will be very helpful if you start becoming familiar with the concepts of social cognition, social identity, social categorization and self-efficacy in self-presentation. You may find the literature review at the start of Toma, Hancock & Ellison's articles helpful on the latter. (The literature reviews in articles are often helpful in giving you the brief descriptions of theory and how it was applied to media.)

READ

- Baym, Nancy K. (2010). Personal Connections in the Digital Age, Chapter 5
- Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
- Gonzales, A. L., & Hancock, J. T. (2011). Mirror, Mirror on My Facebook Wall: Effects of Exposure to Facebook on Self-Esteem. *Cyberpsychology, Behavior, and Social Networking*, 14(1-2), 79-83.
- Hornsey, M. (2008). Social Identity Theory and Self-Categorization Theory: A Historical Review. *Social and Personality Psychology Compass*, 2 (1), 204-222.
- Miltner, K. M., & Baym, N. K. (2015). The Selfie of the Year of the Selfie: Reflection on a Media Scandal. *International Journal of Communication*, 9, 1701-1715.

If you can stand it, read (or skim) the following Bandura article. The concept of self-efficacy is critical to understanding the ability of people to take action on their own behalf (exercise agency) as well as positive psychology:

- Bandura, A. (1982). Self-Efficacy Mechanism in Human Agency. *American Psychologist*, 37 (2), 122-147.

EXTRA RESOURCES

- Brewer, M.B., & Weber, J.G. (1994). Self-evaluation effects of interpersonal versus intergroup social comparison. *Journal of Personality and Social Psychology*, 66, 268-275.
- Gentile, B., Twenge, J. M., Freeman, E. C., & Campbell, W. K. (2012). The Effect of Social Networking Websites on Positive Self-Views: An Experimental Investigation. *Computers in Human Behavior*, 28.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Anchor Books.)
- Joinson,., McKenna, Postmes, & Reips, Chapters 13-17
- Kramer, N. C., & Winter, S. (2008). Impression Management 2.0: The Relationship of Self-Esteem, Extraversion, Self-Efficacy, and Self-Presentation within Social Networking Sites. *Journal of Media Psychology*, 20 (3), 106-116.
- Parikh, S. B., Janson, C., & Singleton, T. (2012). Video Journaling as a Method of Reflective Practice. *Counselor Education and Supervision*, 51(1), 33.
- Tajfel, H. (1982). Social Psychology of Intergroup Relations. *Annual Review of Psychology*, 33, 1-39. Retrieved October 12, 2007, from <http://www.unipe.it/facolta/psicologia/avvisi/tajfel1982.pdf>.

- Toma, C. L., Hancock, J. T., & Ellison, N. B. (2008). Separating Fact from Fiction: An Examination of Deceptive Self-Presentation in Online Dating Profiles. *Personality And Social Psychology Bulletin*, 34(8), 1023-1036.
- Walther, J. B., Van Der Heide, B., Hamel, L. M., & Shulman, H. C. (2009). Self-Generated Versus Other-Generated Statements and Impressions in Computer-Mediated Communication: A Test of Warranting Theory Using Facebook. *Communication Research*, 36(2), 229-253.

5) SOCIAL CONNECTION AND SOCIAL CAPITAL

Learning Objective: *Understand the implications of network connectivity and digital social capital.*

ASSIGNMENT

Social media has become critical to the success of every politician. Based on readings and research, discuss the psychological implications of social network connectivity on trust, persuasion and social capital in the political area. What are some of the candidates doing that illustrate their understanding (or lack thereof) of how networks work.

READ

- Baym, Nancy K. (2010). Personal Connections in the Digital Age, Chapter 4, 5
- Cialdini, R. B. (2001). The Science of Persuasion. *Scientific American*, 284 (2), 76-81.
- Ellison, N., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends:” social capital and college students’ use of online social network sites. *Journal of Computer Mediated Communication*, 12(4), 1143-1168.
- Giles, D. C. (2010). *Psychology of the Media*. London: Palgrave Macmillan. Chapters 11-12.
- Rutledge, P. (2013). How Obama Won the Social Media Battle in the 2012 Presidential Campaign. *National Psychologist* January.

EXTRA RESOURCES

YIKES! Another Bandura article.

- Bandura, A. (2002). Growing Primacy of Human Agency in Adaptation and Change in the Electronic Era. *European Psychologist*, 7(1), 2-16.

6) MEDIA GETS PERSONAL: MOBILE, WEARABLE AND SMART TECHNOLOGIES

Learning Objective: *Demonstrate an understanding of the ways in which technologies can become persuasive devices.*

ASSIGNMENT

Find an example of a mobile, wearable, smart house, car or other technology and discuss the implications from a psychological perspective. How does this item influence behavior, encourage action, or facilitate individual or social goals? What are any potential ethical issues?

READ

- Fogg, B. J., & Hreha, J. (2010). Behavior Wizard: A Method for Matching Target Behaviors with Solutions. In T. Ploug, P. Hasle & H. Oinas-Kukkonen (Eds.), *Persuasive Technology* (Vol. 6137, pp. 117-131): Springer Berlin Heidelberg.
- Morris, M. E., & Aguilera, A. (2012). Mobile, Social, and Wearable Computing and the Evolution of Psychological Practice. *Professional Psychology : Research and Practice*, 43(6), 622.
- May, H., & Hearn, G. (2005). The Mobile Phone as Media. *International Journal of Cultural Studies*, 8 (2), 195-211.
- Rutledge, P. B. (2013). The Psychology of Mobile Technologies. In P. Bruck & M. Rao (Eds.), *Global Mobile: Applications and Innovations for the Worldwide Mobile Ecosystem* (pp. 47-72): Information Today, Inc.

EXTRA RESOURCES

- Augustyniak, P., Smoleń, M., Mikrut, Z., & Kańtoch, E. (2014). Seamless Tracing of Human Behavior Using Complementary Wearable and House-Embedded Sensors. *Sensors*, 14, 7831-7855.
- Chudgar, A. (2014). The Promise and Challenges of Using Mobile Phones for Adult Literacy Training: Data from One Indian State. *International Journal of Educational Development*, 34, 20-29.

- Patel, S., Park, H., Bonato, P., Chan, L., & Rodgers, M. (2012). A Review of Wearable Sensors and Systems with Application in Rehabilitation. *Journal of neuroengineering and rehabilitation*, 9(1), 21.
- Przybylski, A. K., & Weinstein, N. (2013). Can You Connect with Me Now? How the Presence of Mobile Communication Technology Influences Face-to-Face Conversation Quality. *Journal of Social and Personal Relationships*, 30(3), 237-246.
- Richardson, I. (2007). Pocket Technospaces: The Bodily Incorporation of Mobile Media. *Continuum: Journal of Media and Cultural Studies*, 21 (2), 205-215.
- Rutledge, P. B. (2012). *Augmented Reality: A Brain-Based Model for Engagement and Persuasion Using Narrative*. Paper presented at the 2012 IEEE International Conference on e-Learning, e-Business, Enterprise Information Systems, and e-Government, Las Vegas, NV.

7) HUMANS ARE STORYTELLING ANIMALS

Learning Objective: Understand the structure and dynamics of storytelling as a framework for constructing and analyzing media messages and design.

ASSIGNMENT

Pick an example of a media campaign or message from any or multiple platforms. It can be an ad or message from an organization, a brand or cause as long as you have something specific to deconstruct. Identify the story structure. Who is the protagonist? Where is the conflict in the story they are telling? What are they trying to tell you in the subtext—in other words, what is the “core” story that they are trying to tell. How are they using cognitive schema to facilitate their delivery of the message, for example, are there cultural or literary archetypes or stereotypes (the hero, the jester, the golddigger, the underdog, etc.) Which of Bruner’s narrative features meaningfully apply? Consider how, according to Dan McAdams, we are telling our own life stories all the time. After you’ve broken the story down, explain (briefly) how is the media story intended to intersect and influence the audience member’s story?

READ

- Boltman, A. (2001). *Children's Storytelling Technologies: Differences in Elaboration and Recall*. Unpublished doctoral dissertation, University of Maryland, College Park (Excerpt pp. 2-10)
- Bruner, J. (1991). The Narrative Construction of Reality. *Critical Inquiry*, 18.
- Guber, P. (2007). The Four Truths of the Storyteller. *Harvard Business Review*, December(1-7). (7 pages)
- McAdams, D. P. (2001). The Psychology of Life Stories. *Review of General Psychology*, 5(2), 100-122. (You may have read McAdams in another course.)
- Vogler, C. (2007). *The Writer's Journey: Mythic Structure for Writers* (Third ed.). Chelsea, MI: Sheridan Books. (Excerpt: 21 pages)

EXTRA RESOURCES

- ***Polkinghorne, D. E. (1988). *Narrative Knowing and the Human Sciences*. Albany, NY: State University of New York. In particular, Chapters II, V and VII
- ***Green, M. C., & Brock, T. C. (2002). In the Mind's Eye: Transportation-Imagery Model of Narrative Persuasion. In M. C. Green, J. J. Strange & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations* (pp. 315-342). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Ryan, M.-L. (2004). Will New Media Produce New Narratives? In M.-L. Ryan (Ed.), *Narrative across Media: The Languages of Storytelling* (pp. 337-359). Lincoln, NE: University of Nebraska Press. (13 pages)

8) DESIGN MATTERS

Learning Objective: Demonstrate an awareness of the multi-sensory nature of communication

ASSIGNMENT

Select a topic from earlier weeks and create a short summary using PPT or Keynote with a voiceover. This could be anything, such as ‘what is media psychology,’ ‘what is media literacy,’ ‘what are primary elements of story,’ etc. Pick something you can deliver in no more than 10 slides and lasts for no more than 3 to 5 minutes. Include a copy of your script or talking points and a brief description of how you used the readings this week to inform your design decisions. This can be casual, it doesn’t need to be in essay format, but I want to see how you applied psychology to your design.

READ

- Doumont, J.-L. (2005). The Cognitive Style of Powerpoint: Slides Are Not All Evil. *Technical Communication*, 52 (1), 64-70.
- Johnson, J. (2010). *Designing with the Mind in Mind*. Amsterdam: Morgan Kaufman. Read chapters 1-3. (In Articles Folder)
- O'Connor, Z. (2015). Colour, Contrast and Gestalt Theories of Perception: The Impact in Contemporary Visual Communications Design. *Color Research & Application*, 40(1), 85-92.
- Tufte, E. (2006). *The Cognitive Style of PowerPoint: Pitching out Corrupts Within*. Cheshire, CT: Graphic Press LLC.

EXTRA RESOURCES

- Chang, D., Dooley, L., & Tuovinen, J. E. (2002). *Gestalt Theory in Visual Screen Design — a New Look at an Old Subject*. Paper presented at the 7th World Conference on Computers in Education (WCCE'01), Copenhagen.
- Cohn, N. (2013). Visual Narrative Structure. *Cognitive Science*, 34, 413-452.

LINKS

TechSmith Jing (Free screen capture for short videos) <https://www.techsmith.com/jing.html>

How to transform your PowerPoint and Keynote presentations into video learning resources

<http://www.mediacore.com/blog/how-to-transform-your-powerpoint-and-keynote-presentations-into-video-learning-resources>

Garr Reynolds <http://www.slideshare.net/garr/brain-rules-for-presenters>

Emiland 7 Tips to Create Visual Presentations

<http://www.slideshare.net/EmilandDC/7-tips-to-create-visual-presentations>

The Art of Effective Persuasion

<http://www.slideshare.net/FredThen1/the-art-of-effective-persuasion-the-star-wars-way>

The Psychology of Website Design (Rutledge)

<http://www.slideshare.net/pamelarutledge/psychology-of-website-design-dr-pamela-rutledge>

VIDEO

Duarte Design's Five Rules for Presentations by Nancy Duarte

<http://www.youtube.com/watch?v=hT9GGmundag>

9) LEARNING WITH TECHNOLOGY

Learning Objective: Understand the theoretical bases behind the arguments related to use of technology to support learning and behavior change

ASSIGNMENT

Find an example of a technology that 1) interests you and 2) is either being used in education or that you believe should be used in education. For example, you can choose from games in general, serious games, gamification, immersive educational technologies (augmented reality, virtual worlds) or robotics (AI). Use your example to illustrate your points, so you aren't just making general statements. Discuss how the technology aligns with learning theory. If you take a side, make sure you acknowledge the arguments for the positives and the negatives. In addition to your post, include a diagram that illustrates user experience and the learning process in a diagram.

READ

- Gros, B. (2007). Digital Games in Education: The Design of Games-Based Learning Environments. *Journal of Research on Technology in Education*, 40(1), 23.
- Jelfs, A., & Richardson, J. T. E. (2013). The Use of Digital Technologies across the Adult Life Span in Distance Education. *British Journal of Educational Technology*, 44(2), 338-351.
- Lee, J. J., & Hammer, J. (2011). Gamification in Education: What, How, Why Bother? *Academic Quarterly*, 15(2), 1-5.

- Turkay, S., Hoffman, D., Kinzer, C. K., Chantes, P., & Vicari, C. (2014). Toward Understanding the Potential of Games for Learning: Learning Theory, Game Design Characteristics, and Situating Video Games in Classrooms. *Computers in the Schools*, 31(1-2), 2-22.
- Wu, W. H., Hsiao, H. C., Wu, P. L., Lin, C. H., & Huang, S. H. (2012). Investigating the Learning-Theory Foundations of Game-Based Learning: A Meta-Analysis. *Journal of Computer Assisted Learning*, 28(3), 265-279.

EXTRA RESOURCES

- Dede, C. (2009). Immersive Interfaces for Engagement and Learning. *Science*, 323 (66), 66-69.
- Douglas, J. Y., & Hargadon, A. B. (2001). The Pleasures of Immersion and Engagement: Schemas, Scripts and the Fifth Business. *Digital Creativity*, 12 (3), 153-166.
- Rector-Aranda, A., & Raider-Roth, M. (2015). 'I Finally Felt Like I Had Power': Student Agency and Voice in an Online and Classroom-Based Role-Play Simulation. *Research in Learning Technology*, 23 (1-13).
- Rieber, L. P. (1996). Seriously Considering Play: Designing Interactive Learning Environments Based on the Blending of Microworlds, Simulations and Games. *Educational Technology Research & Development*, 44 (2), 43-58.
- Shaffer, D. W., Squire, K. R., Halverson, R., & Gee, J. P. (2004). Video games and the future of learning.
- Wu, H.-K., Lee, S. W.-Y., Chang, H.-Y., & Liang, J.-C. (2013). Current Status, Opportunities and Challenges of Augmented Reality in Education. *Computers & Education*, 62, 41-49.

VIDEOS:

Jenkins on Game Based Learning <http://www.youtube.com/watch?v=gmUQKStba10>

Gee Breakthrough Learning <http://www.youtube.com/watch?v=9RmreVieKl0>

10) APPLYING POSITIVE PSYCHOLOGY TO MEDIA

Learning Objective: Recognize and apply the tenets of positive psychology to media development and use

ASSIGNMENT

Part 1: Find two examples of media - one that you believe encourages positive emotions and goals and the second that does not. These do not have to be advertisements - they can be games, apps, etc. Break down the components of each, justified by positive psychology theories of positive emotions and flow.

Part 2: Take the example that you believe does not do a good job and describe how you would change it, based on the theory and research. I don't care if you get it "right," I care that you are trying to figure out how to use psychology to make positive impact. Describe what you would change and, based on the literature and research, why.

READ

- Chen, H., Wigand, R. T., & Nilan, M. (2000). Exploring Web Users' Optimal Flow Experiences. *Information Technology & People*, 23 (4), 263-281.
- Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology. *American Psychologist*, 56(3), 218-226.
- Frijda, N. H. (1988). The Laws of Emotions. *American Psychologist*, 43 (5), 349-358.
- Gregory, E. M. (2008). Understanding Video Gaming's Engagement. *Media Psychology Review*, 1 (1), from <http://mprcenter.org/review/gregory-video-game-engagement/>.
- Nakamura, J., & Csikszentmihalyi, M. (2005). The Concept of Flow. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 89-105). Oxford: Oxford University Press.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, 55, 5-14.
- Positive Messages In Public Health Campaigns Could Be More Effective Than Negative Ones http://www.huffingtonpost.com/2015/05/29/positive-public-health-messages_n_7461938.html

EXTRA RESOURCES

- Berger, J., & Milkman, K. L. (2012). What Makes Online Content Viral? *Journal of Marketing Research*, 49(2), 192-205.
- Fowler, J., & Christakis, N. (2008). Dynamic Spread of Happiness in a Large Social Network: Longitudinal Analysis over 20 Years in the Framingham Heart Study. *BMJ Online First | British Medical Journal*, 337(a2338), 109.
- Jennett, C., Cox, A. L., Cairns, P., Dhoparee, S., Epps, A., Tijs, T., et al. (2008). Measuring and Defining the Experience of Immersion in Games. *International journal of human-computer studies*, 66(9), 641-661.

- Nakamura, J., & Csikszentmihalyi, M. (2002). The Construction of Meaning through Vital Engagement. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing* (pp. 83-104). GAMES
- Salanova, M., Bakker, A. B., & Llorens, S. (2006). Flow at Work: Evidence for an Upward Spiral of Personal and Organizational Resources*. *Journal of Happiness Studies*, 7(1), 1-22.

LINKS

9 Body Positive Social Media Campaigns That Are Changing How We Perceive Beauty Both In And Outside The Fashion World <http://www.bustle.com/articles/75539-9-body-positive-social-media-campaigns-that-are-changing-how-we-perceive-beauty-both-in-and>

11) TAKING A GLOBAL PERSPECTIVE

Learning Objective: Demonstrate an understanding of individual differences, gender, communities, ethnicities and cultures in how they construct, interpret and use media technologies.

ASSIGNMENT

Find two pieces of media, such as advertisements, that you think represent the culture you identify with. See if you can find one that is positive and one that is negative. Try to look with fresh eyes to see the stereotypes and cultural assumptions, such as the vignette described above.

This week we are going to have a continuous thread, rather than each person posting separately. Try to engage and respond to as many of the images as possible. If you see themes among the images, note them. Link them back to the readings but don't worry as much about strict academic style. This week is more about uncovering bias and subtext.

READ

- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57(10), 774-783.
- Chiu, C. y., Gries, P., Torelli, C. J., & Cheng, S. Y. Y. (2011). Toward a Social Psychology of Globalization. *Journal of Social Issues*, 67(4), 663-676.
- Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, 64(3), 194-204.
- Fable, D. E. S. (1997). Gender, racial, ethnic, sexual, and class identities. *Annual Review of Psychology*, 48(1), 136-162.
- Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist*, 51(5), 496-503.
- Karanfil, G. (2008). The Message of Transnational Media: Changing Notions of 'Threat' and Opportunities for Cultural Diversity *GMJ: Mediterranean Edition*, 3 (1), 24-34.
- Quappe, S., & Cantatore, G. (2005). What Is Cultural Awareness, Anyway? How Do I Build It? . *Curiosity.com*.

EXTRA RESOURCES

- Aslam, M. M. (2005). *Are You Selling the Right Colour? A Cross-Cultural Reivew of Colour as a Marketing Cue*. I. Papalolomou (Ed.), Paper presented at the Developments and Trends in Corporate and Marketing Communications: Plotting the Mindscape of the 21st Century: Proceedings of the 10th International Conference on Corporate and Marketing Communications Cyprus.
- Brown, I., & Hedberg, J. G. (2002). Understanding Cross-Cultural Meaning through Visual Media. *Educational Media International*, 39(1), 23-30.
- Drori, G. S., & Jang, Y. S. (2003). The Global Digital Divide: A Sociological Assessment of Trends and Causes. *Social Science Computer Review*, 21 (2).
- Sharma, R. (2011). Desi Films: Articulating Images of South Asian Identity in a Global Communication Environment. *Global Media Journal*, 4 (1), 127-143.
- Thussu, D. K. (Ed.). (2007). *Media on the Move: Global Flow and Contra-Flow*. London: Routledge.
- Triandis, H. C. (1989). The Self and Social Behavior in Differing Cultural Contexts. *Psychological Review*, 96 (3), 506-520. Retrieved October 2, 2007, from APA PsychINFO.

Example of positive media: "Chulein Aasman" is a song about female emancipation to promote the idea of freeing women from traditional roles in India. You can decide if you think it is compelling. How might that be seen through the eyes of a woman or man from India? <https://www.youtube.com/watch?t=125&v=n54h4HC8HcU>

12)FINAL PROJECT

The final project has two parts:

- 1) Research Paper
 - a. Write a research paper on a topic of your choice related to media psychology. I encourage you to pick something that supports your career goals. It could be a topic, cause, population, or application, from media literacy to social media use or multi-modal communication. You can analyze a type of application as a case study or go broader such as the blending of different communication forms. You could alternatively select a topic that came up during the course to explore in depth. Just make sure that you are using psychology as the foundation of your approach. The paper should present a clear thesis statement and have a well-supported point of view. Please note – a point of view DOES NOT mean this is an opinion piece. You are expressing your opinion by the way you construct the argument. There is NEVER any reason to write “I think..” You are the author. I assume that what you have written is what you think. select a media psychology topic or application that fits with your career and/or intellectual goals.
 - b. Here are the parameters:
 - i. Submit topic and thesis statement to me for approval prior to writing
 - ii. 8 to 10 pages plus references
 - iii. APA format (use template) WITH cover page, abstract, double-spaced, indented paragraphs, etc. Use the resources if you can’t remember how to format something.
 - iv. Spell check and submit it to Turnitin once you have completed the paper
 - v. Post your paper in the forum. Send me the Turnitin report by email.
- 2) Media piece
 - a. Prepare a voiceover powerpoint, keynote, video, prezi or other media presentation that summarizes your paper. It should be short – approximately 3 minutes. It is a persuasive piece. Deliver your evidence to make a convincing case for your thesis. Use the techniques we discussed in the week on design.
 - b. Include a paragraph or two describing the theory upon which you based your design decisions

GRADING CRITERIA

This is a graduate level seminar. Grades are not posted for every assignment, but as a cumulative effort. If you would like specific feedback about your work at any time, please do not hesitate to contact me.

Grading: Successful completion of this course will be based on the timely completion of readings and postings. There are grading rubrics below for explaining how posts and participation will be evaluated. However, for a working rule of thumb (aka heuristic), keep the following in mind:

You don’t get a good grade just for showing up. I don’t start with the presumption that a piece of work is an A and subtract points. Good enough gets you a B. To receive an A, you must add value beyond meeting the minimum requirements. Do not wonder what was “wrong” if you don’t get an A.

A = above and beyond what is required (initiating new threads, providing interesting links, increased postings, facilitating the continuation of the discussion plus the addition of research outside the listed readings, the demonstration of critical thinking, the application or synthesis of material relative to self or society)

B = doing all that is required (due dates, number of posts, addressing content)

C = is the lowest grade at the graduate level. While you can earn a “C,” it is an indication that you are not meeting the required standard for graduate level work.

F = Failing; competence has not been demonstrated

CR = Credit; given for areas of study inappropriate for letter grading, or at the student’s request, for completion of work at a level of B or better

I = Incomplete

NC = No credit; competence has not been demonstrated.

W = No credit; student withdrew or was withdrawn from time-bound course.

Tests/Quizzes: There are no tests or quizzes for this course.

Primary posts are graded on a 10 point scale, where 10 = A+ and so on (see below). It has nothing to do with percentages. Please do not send me an email because you think a 7 means 70%. I rarely give a 10. Keep in mind, also that I will be watching for effort and progress, rather than relying on strict averages.

| Range | Letter Grade |
|-------|--------------|
| 10 | A+ |
| 9 | A |
| 8 | A- |
| 7 | B+ |
| 6 | B |
| 5 | B- |
| 4 | C+ |
| 3 | C |

| Assignment | % Grade |
|--------------------------------|-------------|
| Discussion Posts | 35% |
| Comments | 20% |
| Final Project Written Paper | 30% |
| Final Project Media Piece | 15% |
| | |
| Total | 100% |
| | |
| | |

13) POLICIES ABOUT DEADLINES AND EXTENSIONS * READ THIS CAREFULLY *

LATE WORK & SCHEDULE CONFLICTS:

Due to the participatory nature of this course, late work will not be accepted unless arrangements are made before the deadline has passed. If you have extenuating circumstances, contact me **BEFORE** the due date to make arrangements. (Obviously, for serious emergencies, just contact me as soon as reasonable regardless of deadlines.)

POLICY ON INCOMPLETES:

Taking an Incomplete for the course is only available 1) due to extenuating circumstances, 2) if the student must have been in contact with me during the course as deadlines were missed and 3) the Incomplete is negotiated with me **before the end of the class**.

The maximum time for an Incomplete without a grade penalty is 30 days if the above conditions are also met. All course work to satisfy an Incomplete must be completed within a maximum 90 days of the end of the original course. Work completed within the 31 to 90 day window will be graded for partial credit. It is not possible to extend coursework beyond the 90 day time period. Anything not completed by that deadline will result in receiving no credit for the course. Work received past the end of the course will be graded, but feedback may not be supplied.

14) GRADING RUBRIC

WEEKLY POSTS/FINAL PAPER

In grading weekly posts, I take all of the following into consideration. All of these things are essential in developing an academic voice.

- **Introduction**
 - Identifies topic to be addressed
 - Identifies importance of topic
- **Organization/Structure**
 - Flows well, using effective transitions and paragraph structure
 - Has clear beginning, middle and end
- **Content**
 - Demonstrates appropriate critical thinking skills
 - Analyses and synthesizes materials with sufficient depth
 - Opinions are anchored in research or theory
- **Research and Topic Expansion**

- o Demonstrates research skills using valid methods and sources
- o Expands the scholarly knowledge base of the class or Identifies new and interesting ways to examine subject matter
- **Conclusion**
 - o Summarizes information clearly and concisely, linking back to introduction and main thesis statement
- **Writing Skills & APA Formatting**
 - o Uses APA format correctly
 - o **No more than 20% of the text is quoted from other sources**
 - o All source materials are appropriately cited*
 - o Uses appropriate grammar, spelling, punctuation, and capitalization

COMMENTS

- Appropriate number
- Sufficient depth
- Reference to reading & resources
- Outside contributions from scholarly literature

Note: There is zero tolerance for plagiarism. Any instances of plagiarism will result in no points for the assignment. Repeated instances will result in student being reported to Program Director and may result in dismissal from program. See definition of plagiarism below under Academic Integrity.

TECHNICAL REQUIREMENTS

Please make sure you have familiarity with the Moodle online learning environment and basic computer skills. You must be able to make postings, attach documents, and check the Moodle discussion forum regularly and frequently. If you have trouble with any of the social media tools, such as Twitter, please let me know so I can help you.

ACADEMIC INTEGRITY STATEMENT

Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are considered plagiarism. Extreme forms of plagiarism include submitting a paper written by another person or from a commercial source, or turning in a paper comprising selections from other sources without appropriate acknowledgement of those sources. Plagiarism is a violation of the principle of intellectual integrity and inquiry and, as such, is taken seriously when it occurs. If there is any question about the nature of plagiarism, students are encouraged to meet with their advisors or course instructors for clarification. Each program faculty also provides students with access to appropriate resources. There is zero tolerance for plagiarism.

EQUAL ACCESS

Please advise us immediately of any physical or learning disabilities that may affect your achievement in this course so that accommodations or alternative learning tools may be identified and implemented.

NOTE: This syllabus is intended as a guide for the course and is subject to change at the professor's discretion. Students are therefore responsible for all announced changes in the syllabus.