Note: This syllabus is intended to give the student guidance as to what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. Please check the weekly assignments on the course shell.
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.

• 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.)

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 studies 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:


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


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 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.

- 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.)
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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 (!) 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 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.
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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:

   
   
   
   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
- Sherry (n.d.) The Parable of the Mine Shaft

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.


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.

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EXTRA RESOURCES


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


EXTRA RESOURCES:


**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](http://newlearningonline.com/literacies)

Cyberwise (Media Literacy company founded by two Fielding media psychology grads). [www.cyberwise.org](http://www.cyberwise.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

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:


**EXTRA RESOURCES**

• Joinson., McKenna, Postmes, & Reips, Chapters 13-17

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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

EXTRA RESOURCES
YIKES! Another Bandura article.

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

EXTRA RESOURCES

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### 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 gold digger, 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**


• 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.)


**EXTRA RESOURCES**


### 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.
Note: This syllabus is intended to give the student guidance as to what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. Please check the weekly assignments on the course shell.

EXTRA RESOURCES

VIDEOS:
Jenkins on Game Based Learning http://www.youtube.com/watch?v=gmUQKStba10
Gee Breakthrough Learning http://www.youtube.com/watch?v=9RmreVieKI0

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

EXTRA RESOURCES


**LINKS**


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.


**EXTRA RESOURCES**


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 an woman or man from India? [https://www.youtube.com/watch?v=n54t4HC8HcU](https://www.youtube.com/watch?v=n54t4HC8HcU)
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.

Note: This syllabus is intended to give the student guidance as to what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. Please check the weekly assignments on the course shell.
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.

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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**
Note: This syllabus is intended to give the student guidance as to what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. Please check the weekly assignments on the course shell.