

COMM 313: Comm. and Mass Media
4 units

Spring 2023 – Mon. & Wed., 3:30-4:50 p.m.

Section: 20499R

Location: ANN L105A

Instructor: Carmen M. Lee, PhD

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Course Description

This course takes an empirical look at the impact of the mass media on individuals and society. First, an overview of the history of media effects research will be presented. Focus will be placed on the paradigm shifts in media effects and the implications of these changes for understanding how individuals are influenced by mass media. Second, the major theoretical perspectives used to explain the influences of the mass media (e.g., priming theory, social cognitive theory) as well as the methods employed to test such effects (e.g., content analysis, surveys, experiments, longitudinal studies) will be discussed. Third and most importantly, a substantial portion of the course content will focus on the intended and unintended effects of different types of media content on individuals and society.

Student Learning Outcomes

The major objective of this course is to provide an extensive examination of the effects of the mass media. By the end of the semester, you will be able to:

- **Discuss** media effects theories and how they help explain research findings;
- **Explain** the ways in which mass media effects is studied;
- **Identify** and critically **reflect** on the biases that are inherent in all media;
- **Illustrate** how media selection and avoidance habits influence individuals on a cognitive, affective, physiological, and behavioral level;
- **Apply** empirically derived knowledge to everyday media situations;
- **Explain** how media effects research can be used to inform policy issues;
- **Recognize** some of the unanswered questions in the field and offer possible answers to those questions.

This course has no prerequisites, co-requisites, or concurrent enrollment requirements.

Required Readings/Materials

Sparks, G. G. (2015). *Media effects research: A basic overview (5th ed.)*. Cengage Learning. [Available on course Blackboard site; PDF]

Potter, W. J. (2017). *Media effects*. Sage. [Available through USC Libraries; [Digital](#)]

All additional required readings/course materials will be made available on Blackboard (Bb).

Packback [Fee Required; \$49]: Packback is an Artificial Intelligence (AI) supported platform that is designed to elevate critical thinking, and research and application skills by coaching students to ask thought-provoking questions and complete long-form writing assignments. We will be using Packback Questions and Packback Deep Dives. An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email, you may register by following the instructions on Blackboard (see 'Announcements' tab). Packback requires a paid subscription.

Poll Everywhere classroom response system - free and available online at <https://pollev.com> [Join: TBA]
Poll Everywhere is a tool that will allow for greater interactivity *during class* to further students' learning experience. Students can use any electronic device, such as web browser (*suggested*), tablet, or mobile phone to complete polls and surveys during course instruction.

Course Requirements

1. Class Participation

This course depends on each participant for its energy and vitality! Meaningful participation occurs when students: (1) read the assigned readings and/or watch assigned videos *before* class, (2) come to each class prepared to discuss course content, and (3) *actively* participate in the class discussions and activities. Students can also show their participation in the course by attending office hours or scheduling an appointment with the Instructor or Teaching Assistant, utilizing the resources on Blackboard, and by sending emails discussing the real-world application of course content.

Regular attendance and participation will assist in your comprehension of course content and provide you with opportunities to connect with the Instructor/TA and your peers. USC university policy indicates that “no portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade, when clearly stated on the syllabus” (UCOC, March 2019). It is expected that students will make every effort to attend all in-person classes, however it is recognized that personal circumstances will arise which preclude class attendance. Students who miss a class meeting are expected to have read the material *and* actively find out what they missed. You should approach another classmate for missed lecture notes and, if clarification is needed, meet with your instructor or a teaching assistant. Instructor lecture notes or PowerPoint slides are not provided to students in this course.

Based on both objective (quantifiable; e.g., regular class attendance, in-class activity participation, speaking in class, attentiveness, attending office hours/scheduled appointments, engagement with course material via Bb) and subjective (qualitative; e.g., contributing meaningful questions/answers, illustrating comprehension of course material) assessment, participation scores shall be at the discretion of the instructor. Class participation is worth 15% of your final grade.

IMPORTANT: Please do not come to class if you are feeling ill, especially if you are experiencing ‘tridemic’ related symptoms (i.e., COVID-19, flu, or RSV). Nothing we do in our class is worth your health, my health, or the health of your peers.

2. Exams

There will be three (3) exams given throughout the course. The exams will be open-note/open-book, timed, and available for a **12-hour window** of time via Blackboard. The exams are NOT cumulative; however, concepts do build upon each other. Both lecture material and assigned course readings will be covered on the exam; therefore, attention to lecture content and erudition of all assigned readings is essential. Exams *will* consist of true/false and multiple-choice questions. Each exam is worth 40 points; collectively worth 30% of your final grade.

There are no make-up exams allowed. In the rare event that an *extreme* emergency arises (i.e., you were in the hospital, there was a death in your family), it is your responsibility to inform your instructor prior to the scheduled exam time. If your excuse falls within the spectrum of an extreme emergency, we will work toward a solution. Exam I will be held on **February 13, 2023**; Exam II will be held on **March 27, 2023**; Exam III will be held on **May 05, 2023**.

3. Student-Generated Discussions

Asking students to create their own questions and provide responses has a powerful impact on learning; it encourages reflection of what is being learned and promotes a deeper elaboration of the learning context. Over the course of the semester (approximately every two weeks), a total of seven (7) student-generated discussion questions and responses are required. For each discussion assignment, students will be responsible for posting **one** question and **one** response. Discussion posts will be scored for level of curiosity (i.e., introductory, intermediate, advanced) using Packback Questions.

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. **A more detailed description of this assignment can be found under the ‘Student Generated Discussions’ tab on Blackboard.** The submission deadlines are listed in the course schedule on the last page of this syllabus and on Blackboard. This assignment is worth 25% of your final grade (14.30 pts each; 8 pts. question, 6.30 pts. response).

4. Media Effects Research Paper

You will be assigned one research paper, approx. 5-6 pages in length, which requires you to analyze the impact of media on individuals (i.e., micro-level effects). Media effects at this level focus on the parts of a person affected or the character of the experience of the effect **within an individual**, such as effects on cognition, belief, attitude, affect, physiology, and behavior. Your analysis should be theoretically grounded and use empirical evidence (i.e., information that researchers generate to help uncover answers to questions) to describe and analyze how individuals are influenced by media. **A more detailed description can be found on Blackboard under the ‘Research Paper’ tab.** The research paper is **due Fri., April 21st by 11:59 p.m.** and is worth 30% of your final grade.

Packback Deep Dives will be used to assess independent research skills and improve academic communication for this writing assignment. While completing the writing prompts on Deep Dives, you will interact with a Digital Research Assistant that will help you gather your notes and cite your sources, and a Digital Writing Assistant for in-the-moment feedback and guidance on your writing (e.g., grammar & spelling, flow, repetitiveness, research quality, formatting, etc.).

Late Submissions

Unless otherwise stated, assignments are due on the dates outlined in this syllabus. Late submissions of written assignments will receive a 5-point deduction for each day after the deadline. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignment on time, please let me know. I will evaluate these instances on a case-by-case basis.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments. Therefore, every attempt will be made to grade assignments and post grades within 10-14 days. Scores for all assignments are regularly updated on Blackboard. You are responsible for notifying the instructor within one week of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period to dispute a score. To dispute a score, you must submit your reason in writing. This policy is helpful for two reasons: First, if a score change is justified, it provides documentation for change in the record. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. Submit your brief, written argument to the course instructor and teaching assistant. If you fail to inquire/notify us of any discrepancy, missing score, or dispute a score within one week of the date the score is posted, no further changes will be made.

Grading Standards

You will be assessed on the following requirements:

<u>Requirements</u>	<u>% Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Course Participation	15%	60	<i>weekly</i>
Exam I		40	02/13/23
Exam II	30%	40	03/27/23
Exam III		40	05/05/23
Student-Generated Discussions (7)	25%	100	<i>bi-weekly</i>
Media Effects Research Paper	30%	120	04/21/23
	100%	400 pts. possible	

The following scale will be used to assign final course grades

<u>Points</u>	<u>%</u>	<u>Grade</u>	<u>Points</u>	<u>%</u>	<u>Grade</u>
376-400	94-100	A	292-307	73-76	C
360-375	90-93	A-	280-291	70-72	C-
348-359	87-89	B+	268-279	67-69	D+
332-347	83-86	B	252-267	63-66	D
320-331	80-82	B-	240-251	60-62	D-
308-319	77-79	C+	0-239	≤ 59	F

NOTE: Grades are based on the work completed from the first and last day of class. Per USC policy, “No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade.”

What does a letter grade mean?

Enrollment in this course does not mean you earned an “A” in this course. Doing the bare minimum is not A-level work. Description of letter grades are below.

Letter Grade	Description
A	Excellent; demonstrates <i>extraordinarily</i> high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Course Policies

Academic Integrity at Annenberg. The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy ([USC Catalogue 2022- 2023](#)).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course.

Academic Integrity at USC. The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

Turnitin.com. Students agree that by taking this course required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no personal identifying information is included.

Students and Disability Accommodations. USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Religious Observances. The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If possible, please contact me within the first two weeks of classes to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Student-Athlete Travel Excuse Letters. Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to plan for a make-up of any missed assignments or exams.

Computer Access. USC Annenberg has a policy that requires that all students enrolled in an Annenberg class bring their own laptop device to campus. Windows OS and Mac OS software necessary to complete assignments in this course are available on computers in the following USC Computing Centers: Ahmanson Information Commons at Leavey Library, King Hall (KOH 206), and Waite Phillips Hall (WPH B34). Moreover, all currently enrolled students (with a valid ID) are eligible for the [USC Computing Center Laptop Loaner Program](#). It is your responsibility to ensure that you have access to a computer that can perform the necessary functions for completion of assignments.

Laptops/Electronic Devices. Laptops/Tablets may be used during class for course related purposes (e.g., note-taking and participation). Other electronic devices (e.g., cell phones, iPods, etc.) should be turned off/silenced and put away. If you need to use your phone for any reason, please excuse yourself from the classroom.

Intellectual Property. The syllabus, lectures, handouts, and Blackboard content fall under personal and university-wide intellectual property policies. Anything other than personal use (e.g., organized recording, duplication, or distribution) on your part represents a violation of copyright and fair use laws. Per the student handbook “distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study [constitutes violations of academic integrity]. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (also see Class Notes on page 57).

Recording Policy. Students may not record or distribute any portion of a classroom lecture, discussion, or review without the prior and explicit written permission of the course instructor. The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce (in whole or in part) lectures, course notes, or teaching materials provided by the instructor is forbidden. Students registered with the Office of Student Accessibility Services (OSAS) who are unable to take or read notes have the right to audio record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the instructor. Furthermore, permission granted for recording of a lecture, discussion, or review also requires the observation of privacy guidelines and regulations for students in the class whose presence or statements might also be recorded. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor.

Classroom Compartment. Students are expected to engage in behaviors that enhance the learning environment. The instructor is responsible for optimizing learning for not only individual students, but for all students in the course. Thus, disruptive behaviors will not be tolerated. These behaviors include not listening, pretending to listen while secretly texting or using electronic devices, speaking without being recognized, making fun, or otherwise berating/disparaging the remarks of another person, etc. **Disruptive behaviors may adversely affect your overall course grade.**

Learning Experience Evaluations. Learning Experience Evaluations will be conducted on the last day of the class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Email Policy. Email *can be* an effective communication tool. However, it also can produce more confusion than clarity and be an inefficient use of time. Emails should not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Although responses may be provided quickly, you should allow a 24-hour timeframe for a response during the week (36-hours on weekend). **If you do not receive a response within the expected timeframe, please follow-up via email or in class.**

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Annenberg Student Success Fund

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Carmen M. Lee (PhD, University of California-Santa Barbara) is a Clinical Associate Professor in the Annenberg School of Communication at the University of Southern California. Professor Lee is also the Assistant Dean, Excellence in Teaching in the Annenberg School for Communication and Journalism, and a Research Affiliate with the Annenberg Inclusion Initiative. She has authored or co-authored works on interethnic and intercultural relationships, Black masculinity, interpersonal and family relationships, and diversity and inclusion in the media industry. She teaches courses in communication theory, quantitative research methods, interpersonal and intercultural communication, media effects, global organizational communication, and communication, culture, and tourism.

Course Schedule*

Week	Date	Topic	Readings	Due
Week 1	Jan. 09	Introduction to Course; Studying Media Effects	Syllabus	
	Jan. 11	Understanding Mass Media and Media Effects	^T Sparks (Chpt. 3, pp. 72-73 <u>only</u>); ^T Potter (Chpt. 3, pp. 33-49)	
Week 2	Jan. 16	No Class – Martin Luther King’s Birthday		
	Jan. 18	Scientific Study of Media Research	^T Sparks (Chpt. 1 & Chpt. 2)	PBQ#1 [Fri. 01/20]
Week 3	Jan. 23	Scientific Study of Media Research (cont.)	-----	
	Jan. 25	Historical Overview of Media Effects Research	^T Sparks (Chpt. 3, pp. 54-72 <u>only</u>)	
(Jan. 27: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)				
Week 4	Jan. 30	Audiences: Gratification, Identification, and Interaction	^T Sparks (Chpt. 4); ^{Bb} Nielsen (pp. 19-31)	
	Feb. 01	Unique Audiences: Children and Adolescents	^T Sparks (Chpt. 7)	PBQ#2 [Fri. 02/03]
Week 5	Feb. 06	<i>Consuming Kids: Commercialization of Childhood</i>	-----	
	Feb. 08	Unique Audiences (cont.) & Exam I Review	-----	
Week 6	Feb. 13	Exam I		
	Feb. 15	Violence and Mass Media (Content and Effects)	^T Sparks (Chpt. 5)	PBQ#3 [Fri. 02/17]
Week 7	Feb. 20	No Class – President’s Day		
	Feb. 22	Violence and Mass Media (Content and Effects)	^{Bb} Huesmann & Taylor (2006)	
(Feb. 24: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)				
Week 8	Feb. 27	Sex and Mass Media: Content	^T Sparks (Chpt. 6)	
	Mar. 01	Sex and Mass Media: Content	^{Bb} Collins et al. (2004)	PBQ#4 [Fri. 03/03]
Week 9	Mar. 06	Stereotypes and Mass Media: Gender	^T Sparks (Chpt. 10, pp. 253-265); ^{Bb} Smith et al. (Gender section)	
	Mar. 08	Stereotypes and Mass Media: Gender	^{Bb} Grabe et al. (2008)	
Spring Break (March 12 – March 19)				
Week 10	Mar. 20	Stereotypes and Mass Media: Gender	-----	
	Mar. 22	Stereotypes and Mass Media: LGBTQ	^{Bb} Smith et al. (LGBT section)	
Week 11	Mar. 27	Exam II		
	Mar. 29	Stereotypes and Mass Media: Disability/Ment. Health	^{Bb} Smith et al. (Disability section)	PBQ#5 [Fri. 03/31]
Mid-Semester Grades Reporting				
Week 12	Apr. 03	Stereotypes and Mass Media: Ethnic/Racial Groups	^{Bb} Smith et al. (Ethnicity/Race)	
	Apr. 05	Stereotypes and Mass Media: Ethnic/Racial Groups	^{Bb} Monk-Turner et al. (2010)	
(Apr. 07: Last day to drop a class w/ mark of “W”)				
Week 13	Apr. 10	Mass Media and Health: Tobacco & Alcohol	^T Sparks (Chpt. 8)	PBQ#6 [Fri. 04/14]
	Apr. 12	Mass Media and Health: Persuasive Campaigns		
Week 14	Apr. 17	News and Media Effects	^T Sparks (Chpt. 9)	ResPaper [Fri. 04/21]
	Apr. 19	News and Media Effects		
Week 15	Apr. 24	Diffusions of Innovations	-----	PBQ#7 [Fri. 04/28]
	Apr. 26	Social Connections & New Tech.; Course Wrap-up	^T Sparks (Chpt. 11)	
FINALS WEEK		EXAM III (Friday, May 05, 2023)		
*Course schedule/content subject to change at Instructor discretion		^T Textbook (Sparks; Potter)	^{Bb} Blackboard Reading	