



Psychology 556: The Psychology of Interactive Media

SP1 2023 | All Sections | 4 Units - Online | 01/09/2023 to 04/30/2023

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Instructor

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Hours: Office hours are made by appointment.

Course Description

The interdisciplinary class on "Psychology of Interactive Media" will focus on the interaction between people and media technologies, trying to analyze the current digital culture with language and tools of psychology.

This approach is useful for students who are planning their careers in fields like consumer insights, marketing, market research, advertising, and related and emerging fields.

Recognizing the interactive and dynamic relationship between humans and media is key to a more accurate and useful understanding of the human-media experience. So, it is relevant to explore the evolution of communications and how the digital revolution has impacted our life. For better or for worse, these technologies are here to stay, shaping and being shaped by our behaviors.

That is why we will focus on new media's major characteristics and functions, trying to understand the differences between traditional and new media related to their target audience: new media has changed people's behavior as consumers as well. Now the dynamic between consumers and businesses has changed: the consumers have more control over the success or failure of companies and brands. They have moved from being consumers to "prosumers" with far more influence than ever before.

Of course, companies need to reshape their way of communicating to reach new consumers: we will focus on different research that will help to better understand the consumers, looking at very different branches of science, like mass media theory, psychology, sociology, etc. We will also focus on their target: knowing consumers' expectations, experiences, generational history, lifestyles, and values is crucial to understand their buying behavior. To better understand the target, we will use a generational marketing approach that uses age segmentation in marketing communication to target specific segments of the population with the most effective results. And we will focus on other specific insights to provide the psychological tools and skills that students will apply immediately to everyday life and within their current job positions.

Required Texts

- During the semester:
 - Lockett, O., & Casey, M. (2016). *The social organism: How social media is growing, evolving, and changing who we are*. New York, Hachette Books.
 - Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital world*. New York. Penguin Books.
- By Week 3:
 - Packard, V. (1957). *The hidden persuaders*. New York. D. McKay Company

Recommended Texts

- By Week 4:
 - Jenkins, H., & Ford, S. (2013). *Spreadable media: Creating value and meaning in a networked culture*. New York: University Press.
- By Week 8:
 - Galloway, Scott. (2017). *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google*. New York. Portfolio/Penguin.

Applied Psychology Overall Program Learning Outcomes

We expect our graduates to gain a sound understanding of psychological principles and research methodologies that are at the intersection of theory, research, and practice in business settings. Students will be able to identify key theories and apply them to a wide variety of challenges facing contemporary organizations, their employees, teams and business units, and consumers. Students will be astute consumers of research, which is used to inform organizational decisions, and will be able to credibly design, conduct, analyze, and present research that will assist in corporate decision-making to constituencies both internal and external to the organization. Students will be able to use both theory and data to further organizational goals and solve organizational problems and will persuasively use written, oral, and social media communication. Finally, students will approach their own career development broadly and creatively, prepared to apply psychology in new ways as the diverse worlds of work and human endeavor evolve.

Specifically, our graduates will:

Outcome 1: Learn and be able to apply key psychological theories and concepts to issues facing contemporary organizations, their employees, teams, and consumers.

Outcome 2: Be able to design, conduct, analyze, and present to a business audience both qualitative and quantitative research that is responsive to business needs and credibly informs business decisions. Students will be astute consumers of such research.

Outcome 3: Be able to advance organizational goals to internal and external constituencies using written, oral, and social media communication channels.

Outcome 4: Seek new opportunities to apply psychology in the ever-changing worlds of work and human endeavor and be prepared to think broadly and creatively about potential career applications.

PSYC556 Course Objectives

1. Obtain a familiarity of psychological theories that can be applied to interactive media.
2. Be able to use case studies to frame and focus research objectives.
3. Design, plan, execute, and analyze results of research based on a business question to guide business decisions.
4. Interpret research findings for presentation to laypeople using narrative and visualization techniques.
5. Develop a presence and participant professionally in the interactive media space.

Sessions and Days of the Week

The course is divided into 15, one-week sessions. Due dates for assignments and discussions are stated in day number. **Day 1** is Monday, the first day of the beginning of each weekly session.

Class Day	Corresponding Week Day
Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7	Sunday

Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is stated in the assignments section.

Required Activities and Expectations

The key to success in this applied course is to be able to learn from your own experience and from your peers. The goal is to provide an environment where all of us will be challenging ourselves and sharing and learning from each other. Each of us must take responsibility not only for our own learning, but also for the learning of the group. It is imperative that you come to class

energized, prepared, and ready to participate. Be willing to take a risk to actively commit yourself in front of the class. In addition to your assignments, you will be graded on your class preparation and the quality of your contribution in each class.

Sharing Area

I have created a dedicated section ("Sharing Area") for all of us to share links, books, movie reviews, ads, and whatever else we will feel is relevant to what we will be discussing during our course. It's a free area to share and discuss and connect with the reality outside, applying the tools we will be learning, but also the natural curiosity that a media scientist needs to have.

Resources

Every week you will find a lot of different resources on Moodle and I will add more every week. This doesn't mean that you must read and watch everything. Some resources are useful to answer to the assignments and discussions; other resources are just very useful to better understand the psychology of interactive media. Feel free to do what you prefer with all these resources and if you need more about a specific topic, please email me.

Method of Evaluation	Percentage of Final Grade
Independent Case Study Project	20%
Group Project	25%
Discussion Participation	25%
Weekly Assignments	20%
Participation within Live Sessions and in the Sharing Area	10%
Total Percentage	100%

Independent Case Study (20% of Final Grade)

The goal of this assignment is to develop an independent presentation that analyzes an advertising campaign and how the campaign uses different media to present the message. This assignment has three parts; Part 1: Topic Selection and Summary, Part 2: Presentation, and Part 3: Live Session Presentations. Detailed instructions can be found in the Week 09 Checkpoint 01.

You will present your final project to the class during the Week 10 or Week 11 live session.

Group Project (25% of Final Grade)

In this group project, you and your group will **invent a hypothetical new product** (it must be novel, and not currently on the market and it must be credible and scientifically viable) and **produce an advertisement campaign** launching your product in a psychologically grounded way using **new media**.

Your product should fall into one of the following **10 product categories**: food, alcohol, clothes, technology, cars, home, beauty products, drugs, events, and services.

The final submission will be a Prezi Presentation that you will present with a Pitch to the class during the **Week 15** live session.

This assignment has five parts:

- Part 1: Proposal
- Part 2: Prezi Presentation
- Part 3: Pitch
- Part 4: Intra-Group Ratings
- Part 5: Inter-Group Ratings

Group Project Grading

Proposal, Prezi Presentation, Prezi Pitch

Value: 25 points

- **5 points** Description and detail of campaign: How does the consumer interact with your campaign? To what effect?
- **10 points** Application of the psychological theories, research, and in-class discussion.
- **10 points** Overall presentation style and professionalism.

Inter-Group Rating

Value: 5 points

You will view your peers' pitches as though you were a venture capitalist looking to invest your money. You have just come out of a string of failed ventures and this could be your last opportunity to back a good idea. You want to view these pitches with a critical eye.

- **1 point** The **Product** was novel and met a clearly articulated need,
- **1 point** The **Target Generation** was aligned with the product and the goal of the campaign was clearly articulated,
- **1 point** The **Social Media** choice was clear and well explained,
- **1 point** Advertising strategies were in line with the **Psychological Theories and Research**, and these connections were well explained,

- **1 point** The **Sources** were relevant and appropriate.

Intra-group Rating of Individual Participation

Value: 5 points

5 points Working on group projects is a great way to gain experience in collaboration and team work skills. In your workplace, you will almost always be asked to work in groups to successfully complete projects. Reflective practice on how your group functioned is a good way to identify areas that you can focus on during your next group project. You will evaluate your group members (confidentially) as to their contribution.

Discussion (25% of Final Grade)

Each week you will be required to initiate and respond to two discussion questions. You are required to complete the discussion board question during the module in which it is located. Make sure you fully answer the question posed in the discussion and that your answer is based on the readings (or other appropriate course-related materials). When posting your discussion comments, it is important that you be both honest and respectful to the ideas and comments of your fellow students.

Weekly Assignments (20% of Final Grade)

Each week you will be required to complete a short assignment that demonstrates your knowledge of the material. Assignments will vary from week to week. Instructions will be posted in each individual module.

Overall Participation (10% of Final Grade)

This grade is based on how much each student will be proactive in the Sharing Area and during the Live Sessions. All students are expected to contribute to the Sharing Area. This section is very relevant, since it allows students to apply what they have learned to the real world. And I would like you to participate as much as you can.

Live Sessions: It is very important that you attend the Live Sessions. The expectation is that students will be fully prepared to engage in active learning through discussion, feedback, and interaction during virtual discussions.

Paper guidelines

- Papers must be type-written or word-processed, double-spaced, with 12-point font.
- Make sure you keep a copy of all submitted papers.
- Please ensure that each paper is written in APA style. Refer to the APA manual. (6th Edition)
- All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.
- Finally, typos and spelling errors are unforgivable at this level and reflect poorly on you.

Group work

This course has one group work project. Please refer to the Group Project instructions found in Moodle for the specific details of the assignment.

- The groups will be randomly assigned.
- You can find your group by clicking on the Roster link on the main course page.

Policies and Procedures

Grading

The Instructor has final discretion to determine each student's course grade. Faculty may review student performance and participation considering the students entire class record relative to other classmates. Grades shown in a learning management system (Moodle, Blackboard, etc.) are subject to error, are not final, and may be different from the ultimate course grade submitted to the registrar by the professor.

Communication

Official communications about course activities and additional assignments are done weekly through Moodle. Students are responsible for all email communications sent via Moodle regarding the course.

Paper Guidelines

1. All documents should be in Microsoft Word format. Any other format including Google Docs or Pages will not be accepted if submitted in Moodle.
 2. Please ensure that each paper is written in APA style. Refer to the APA manual (7th Edition).
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Live Class Sessions (Required Synchronous Class Sessions)

Please refer to this guide on [how to attend a Live Class Session \(PDF\)](#). Details for specific dates can be found in the general section in the Live Session Information in your Moodle course.

Please note that the session times and dates are subject to change by the instructor and changes will be announced via instructor announcements. Please plan to be in a quiet location where you can log in with your video camera. If you cannot be at a computer

at the time of the live session, please do call in on the phone line and make your presence known to the instructor. If you are unable to attend a session, please notify the instructor via email in advance. All sessions are recorded and will be made available in afterward.

Online Classroom and Zoom Etiquette

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. Please refer to the [MAPP Netiquette Guide for Online Courses](#) for details.

Library Access

As a USC student, you have access to all the library resources. The Psychology Subject Librarian, Kelsey Vukic (kvukic@usc.edu, 213-740-3284), is available to assist you with any inquiry you may have.

Visit [remote access to electronic resources](#) for information on accessing library tools remotely.

Statement on Academic Conduct and Support Systems

Academic Integrity:

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, comprises 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](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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.

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.

USC Policies on Accessibility for Online Courses

The University of Southern California is dedicated to maintaining an environment that ensures that all students with documented disabilities, including deafness, ADHD, dyslexia, visual impairments, learning disorders, physical/chronic health conditions and other disabilities, have equal access to its educational programs, activities and facilities. This policy covers all students at USC and in distance learning programs. The accommodations are designed to level the playing field for students with disabilities, while maintaining the integrity and standards of USC's academic programs.

Accommodations are determined on a case-by-case basis. Examples of typical accommodations include assistance in providing note-takers, sign language interpreters, real-time captionists, readers, scribes, advocacy with faculty, accommodated exam proctoring, alternative text formats, adaptive technology, referrals to community resources, support groups and other support services for individual needs unique to a student's disability.

Therefore, any student requesting academic accommodations based on a disability is required to [register with the Office of Student Accessibility Services \(OSAS\)](#) each semester. OSAS will review all complete files with documentation; however, please know that additional follow-up steps may be necessary prior to final accommodation decisions. Once a decision has been made, access your approved accommodations from the [myUSC portal](#) and generate accommodation letters to provide to your instructor.

Check your System Compatibility

To verify that you have the appropriate hardware and software, please log in to the course to launch the [Browser Test Page](#).

Technical Support

Assistance to resolve technical problems is available 24 hours a day, every day of the year. Please note that this service is restricted primarily to problems associated with the functionality of the course delivery platform.

Contact the Help Desk staff for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor.

Examples of problems that fall within this category are:

- Unable to view multimedia files.
- Unable to view responses to comments you have posted in the Discussion area.

If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor.

To talk to a live technical support agent, please call the following number:

Toll Free	877-646-1885
Support Center	http://usc.echelp.org

Course Outline

Module 01 - Week 01: What Is Media Psychology?

Readings:

- Rutledge, P. (2015). Predicting Mobile Trends Using Media Psychology.

Videos:

- Gottfried, Howard (Producer), & Lumet, Sidney (Director). (1976) *Network* [Motion picture]. United States: MGM/United Artists. (recommended)
- Bergman, Anthony., Goetzman, Gary., Hanks, Tom., & Ponsoldt, James (Producers), & Ponsoldt, James (Director). (2017) *The Circle* [Motion picture]. United States: STX Films & Europa Corp. (recommended)
- Orłowski, J. (Director). (2020). *The Social Dilemma* [Film; online video]. Netflix.
- Bilton, N. (Director). (2021). *Fake Famous* [Film; online video]. HBO.

Discussions:

- Week 01 Discussion 01: Class Introductions
- Week 01 Discussion 02: What Media Psychology Means

Assignments:

- Week 01 Assignment 01: Predicting Mobile Trends using Media Psychology
-

Module 02 - Week 02: Introduction to Interactive Media

Live Session:

- Week 02 Live Session

Videos:

- Sue B Zimmerman (a social media educator, business coach and Instagram expert)

- Andrea Vahl (a social media coach, speaker, and strategist, she has trained over 600 people in her Facebook Advertising Secrets Program).

Discussions:

- Week 02 Discussion 01: Generational Media Usage
- Week 02 Discussion 02: Media Necessity vs. Media Addiction

Assignments:

- Week 02 Assignment 01: Group Project Part 1: Product Proposal
-

Module 03 - Week 03: Media and Consumer Theories

Readings:

- Packard, V. (1957). *The hidden persuaders*. New York. D. McKay Company.
- Nelson, M. (2013). The hidden persuaders: Then and now. *Journal of Advertising*, 37(1), 113–126.

Videos:

- Inmediarescurator. (2010, November 15). *Mad Men Season 1, Episode 3: Marriage of Figaro* [Video file]. Retrieved from <https://youtu.be/gQqVM140Npk>
- TomR35. (2008, May 15). *Mad Men Season 1, Episode 13: The Wheel* [Video file]. Retrieved from <https://youtu.be/suRDUFpsHus>

Discussions:

- Week 03 Discussion 01: The Importance of Agenda Setting

Assignments:

- Week 03 Assignment 01: Hidden Persuaders
-

Module 04 - Week 04: The Beginning of New Media

Discussions:

- Week 04 Discussion 01: Micro-influencers
- Week 04 Discussion 02: Political Slogans

Assignments:

- Week 04 Assignment 01: Conspiracy Theories
-

Module 05 - Week 05: Data Driven Marketing**Readings:**

- Care Counts
- What is Omni-Channel? 20 Top Omni-Channel Experience Examples

Videos:

- Paul Roetzer (the founder of the "Marketing Artificial Intelligence Institute", and the creator of the "Marketing Artificial Intelligence Conference").

Discussions:

- Week 05 Discussion 01: Independent Case Study Part 1: Select Your Campaign
- Week 05 Discussion 02: Data and Creativity

Assignments:

- Week 05 Assignment 01: Independent Case Study Part 2: Campaign Summary
-

Module 06 - Week 06: Video Games and Gamification**Live Session:**

- Week 06 Live Session

Readings:

- Examples of Gamification in the workplace
- Winning the Talent Game: How Gamification is Impacting Business and HR

Videos:

- TEDx Talks. (2015, January 12). *Gamification at work* | Janaki Kumar | TEDxGraz [Video file]. Retrieved from <https://youtu.be/6wk4dkY-rV0>

Podcast:

- 99% Invisible Podcast "Game Over"

Discussions:

- Week 06 Discussion 01: Gamification and Business
- Week 06 Discussion 02: The Best Gamification in Business

Assignments:

- Week 06 Assignment 01: The Evolution of Video Games
-

Module 07 - Week 07: Creative Advertising in the Digital World

Readings:

- Online Ads: A Guide to Online Ad Types and Formats.
- 4 Big Problems Marketers Face When Marketing to Millennials.

Videos:

- Miri Rodriguez (a storyteller from Microsoft Corporation. (2012, August 8). *The Science of Search: Future of Online Advertising and Search Engine Optimization* [Video file].
- Creative Advertising in the Digital World
- The Evolution of Online Display Advertising
- The Science of Search: Future of Online Advertising and Search Engine Optimization

Discussions:

- Week 07 Discussion 01: Which Tools Are More Persuasive for You?
- Week 07 Discussion 02: Companies and Millennials

Assignments:

- Week 07 Assignment 01: Customizing Ads
-

Module 08 - Week 08: Developing an Online Brand**Live Session:**

- Week 08 Live Session

Readings:

- Aaker, J.L. (1997). Dimensions of brand personality. *Journal of Marketing Research*, 34, 347–356.
- The Millennium Mind: How Content Drives Brand Loyalty. (n.d.).
- Memorable or Forgettable? What Your Brand Personality Says About You.
- Galloway, S (2017) *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google*. New York, Random House. (recommended)

Videos:

- Berkeley Haas Alumni Network. (2017, October 25). *Scott Galloway – The Four* [Video file]. Retrieved from <https://youtu.be/n1xjdRRlZYw>

Discussions:

- Week 08 Discussion 01: What is Your Brand Personality?
- Week 08 Discussion 02: Google, Amazon, Facebook and Apple: Which Are You Going to Miss More?

Assignments:

- Week 08 Assignment 01: Successful Branding
-

Module 09 - Week 09: Consumer & Interactive Media: The Big Change

Readings:

- Street Art Goes Corporate: Inside the "Art First" Approach to Outdoor Advertising.

Videos:

- Jenn Herman
- Watch WOMMA. (2011, November 15). *WOMMA defines WOMM* [Video file]. Retrieved from <https://youtu.be/Fz22PfPxoXI>

Discussions:

- Week 09 Discussion 01: Word of Mouth
- Week 09 Discussion 02: Purchasing Behavior

Assignments:

- Week 09 Assignment 01: The Murals' Persuasion
 - Week 09 Checkpoint 01: Independent Case Study
-

Module 10 - Week 10: Mobile Technology and Applications

Live Session:

- Week 10 Live Session: Independent Case Study Presentations

Readings:

- Brook, C. (2020, November 24). The Ultimate Guide to BYOD security: Overcoming challenges, creating effective policies, and mitigating risks to maximize benefits. *Digital Guardian*.
- 6 Companies With Innovative, Engaging Mobile Apps

Videos:

- TED2012. (2012, February). *Sherry Turkle - Connected, but alone?* [Video file]. Retrieved from https://www.ted.com/talks/sherry_turkle_alone_together?utm_campaign=tedsbroadcast&utm_medium=referral&utm_source=tedcomshare
- CNN. (2015, November). Teens Spend a 'Mind-Boggling' 9 Hours a Day Using Media. Retrieved from <https://www.cnn.com/2015/11/03/health/teens-tweens-media-screen-use-report/>
- Brooker, Charlie (Writer & Director). (2016, October 21). *Shut Up & Dance* [Television series episode]. In C. Brooker & A. Jones (Producers), *Black Mirror*. Netflix. (recommended)

Discussions:

- Week 10 Discussion 01: Marketing Investment in Mobile
- Week 10 Discussion 02: Cyber Security and Smart Phones

Assignments:

- Week 10 Assignment 01: Independent Case Study Part 3: Presentation
-

Module 11 - Week 11: Social Media Marketing for Business

Live Session:

- Week 11 Live Session: Independent Case Study Presentations

Articles:

- Pros and Cons of Social Media Marketing for Business
- 41 of the most important social media marketing statistics for 2022
- Know What's Working on Social Media: 27 Paid and Free Social Media Analytics Tools
- The Social Media Analytics Tools and Tactics Guide

Videos:

- Pukka Films. (2015). *CWT Personalization* [Video file]. Retrieved from <https://vimeo.com/137367863>

Assignments:

- Week 11 Assignment 01: Social Media Campaign Platform and Effectiveness

Module 12 - Week 12: Targeting Specific Groups (I): Generational Differences

Articles:

- Turkle S. (2015). Reclaiming Conversation: The Power to Talk in a Digital World. New York, Penguin Book.
- Childcare Essays – Effects of Media to Children
- Gen X Nostalgia, Ready Player One, and Baby Boomers' Unrelenting Stranglehold on Our Culture
- 'Stranger Things' is filled with '80s nostalgia-bait
- Review: Spielberg's 'Ready Player One' Plays the Nostalgia Game (recommended)

Videos:

- Look Up: A Spoken Word Film for an Online Generation
- The Millennial Question
- Ready Player One (Reading the book or watching the movie is recommended but not required.)

Discussions:

- Week 12 Discussion 01: Positive and Negative Effects of Media on Children and Adolescents
- Week 12 Discussion 02: The Use of Nostalgia for Generation X

Assignments:

- Week 12 Assignment 01: Trend and Generations

Module 13 - Week 13: Targeting Specific Groups (II): Niche Marketing

Readings:

- Niche Marketing
 - 5 Steps You Can Use to Find Your Niche
 - Finding Your Niche: 8 Niche Market Examples to Inspire You
 - Picking a Profitable Niche for Your Online Business
 - 5 Smart Marketing Strategies for Niche Businesses
 - BLACK IMPACT: CONSUMER CATEGORIES WHERE AFRICAN AMERICANS MOVE MARKETS
 - Its In the Bag: Black Consumers Path to Purchase

Discussions:

- Week 13 Discussion 01: Niche Business Markets

Checkpoint:

- Week 13 Checkpoint 01: Group Project
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Module 14 - Week 14: Targeting Specific Groups (III): Racial and Gender Stereotypes in the Media**Readings:**

- Matthes, Jörg & Prieler, Michael & Adam, Karoline. (2016). Gender-Role Portrayals in Television Advertising Across the Globe. Sex Roles. 75.
- A Guide to Progressive Gender Portrayals in Advertising.
- Girls are affected by stereotypes by age six.
- Watching Gender: How Stereotypes in Movies and on TV Impact Kids' Development.
- Hollywood Shuts out Latinx Actors, Filmmakers (Study)
- 10 Movies that Have Been Accused of Whitewashing

Videos:

- TEDx Talks. (2018, February 23). *Asian Misrepresentation in Media* | Peter Westacott | TEDxIthacaCollege [Video file]. Retrieved from <https://youtu.be/nRvWwrQWsVk>
- R Kaushal. (2015, November 22). *Misrepresentation of Minorities in the Media* [Video file]. Retrieved from <https://youtu.be/BXRThQFsx6Y>

Discussions:

- Week 14 Discussion 01: Media and the Representation of Stereotypes
- Week 14 Discussion 02: Negative Stereotypes

Assignments:

- Week 14 Assignment 01: Modern Day Gender Roles Messages
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Module 15 - Week 15: Final Presentations

Live Session:

- Week 15 Live Session Group Project Pitch Presentation

Assignments:

- Week 15 Assignment 01: Group Project Part 2 & 3: Presentation and Pitch
 - Week 15 Assignment 02: Group Project Part 4: Intra-Group Ratings
 - Week 15 Assignment 03: Group Project Part 5: Inter-Group Ratings
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