

## 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 mass media influence individuals. 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., surveys, experiments), 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 primary 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** how mass media effects are studied;
- **Identify** and critically **reflect** on the biases inherent in 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;
- **Identify** ongoing ‘unknowns’ within the discipline and propose potential solutions to these issues.

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

## Brightspace Pilot Program Notice

In preparation for our university's comprehensive transition to the Brightspace Learning Management System (LMS) in the Summer and Fall of 2024, **our course has been selected to participate in a pilot program**. This semester, we will utilize the [Brightspace LMS platform](#) to facilitate our coursework and communications. Your engagement and feedback during this pilot phase will be invaluable to optimizing the full adoption of the platform.

## Required Readings/Materials

Sparks, G. G. (2016). *Media effects research: A basic overview* (5th ed.). Cengage Learning [on **Brightspace**].

Additional required readings/course materials will be available on **Brightspace** (B).

**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 a web browser, tablet, or mobile phone, to complete polls and surveys during course instruction.

## Course Requirements

### 1. Course Participation

**This course depends on each participant for its energy and vitality!** Meaningful participation occurs when students: (a) read the assigned readings and/or watch assigned videos *before* class, (b) come to each class prepared to discuss course content, and (c) *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, sending emails discussing the real-world application of course content, and utilizing the resources on Brightspace.

**Regular attendance fosters an engaging learning environment and ensures academic success.** Students are expected to make every effort to attend all in-person classes. However, it is recognized that personal circumstances *occasionally* preclude class attendance. Students who miss a class meeting should read the material and actively discover what they missed. You should approach another classmate for missed lecture notes and, if needed, meet with your instructor for clarification. Instructor lecture notes or slides are not provided.

USC 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). If students miss *more than* six classes, their final course grade will be lowered (e.g., from B+ to B, B to B-, etc.). **A more detailed discussion of course participation can be found in the 'Assignments' module on Brightspace.** Course participation is worth 10% of your final grade.

### 2. Weekly Quizzes

Quizzes are a low-stakes, continuous assessment tool that can contribute to deeper, more consistent, and stress-reduced learning experiences. Our end-of-the-week quiz aims to encapsulate the week's key points, ensuring students have grasped the core concepts before progressing to subsequent topics. Concluding every week, you will engage in a **20-minute** Brightspace quiz. The quiz format includes 6-8 true/false and multiple-choice questions and is open-note/open-book.

There are no makeup quizzes. You must complete 12 out of the 14 weekly quizzes. If you take more than 12 quizzes, only the twelve highest scores will count toward your grade. This feature provides flexibility for missed or low-performance quizzes. Quizzes will be available from Wednesday to Sunday. The quizzes are worth 20% of your final grade.

### 3. Discussions: Posts and Replies

The discussion posts are designed to foster a collaborative learning environment and facilitate conversations about course content. There will be three graded discussions (each worth 20 points). Students are expected to contribute one initial post, either 150-200 written words or a video note of 1-2 minutes. After posting, students must respond to two classmates' posts within a specified timeframe. Please note that there is a penalty for late submissions; one point will be deducted for each day a discussion post or reply is overdue. **A more detailed discussion of this assignment can be found in the 'Assignments' module on Brightspace.** Discussions are worth 15% of your course grade.

Discussions	Initial Post Deadline	Reply Posts Deadline
1. Introduce Yourself to the Class	01/14/24	01/21/24
2. <i>Consuming Kids: Commercialization of Childhood</i>	02/11/24	02/18/24
3. <i>The Social Dilemma</i>	04/21/24	04/28/24

### 4. Personal Media Usage Log & Analysis

The primary purpose of this assignment is to sensitize you to your own (and other's) regular use of media, including preferences, motivations, and concurrent behaviors. In a 2-3 paged paper, you will provide a detailed log of your daily media use and analyze your consumption patterns in relation to others. **A more detailed discussion of this assignment can be found in the 'Assignments' module on Brightspace.** The assignment is due Mon. February 5, and worth 15% of your final grade.

### 5. Exploring the 'Gray Area' in Media Effects: A Research Paper

You will focus on individual-level media effects in a 6-8 paged paper. 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 compare and synthesize perspectives/views on the impact of media on individuals. **A more detailed discussion of this assignment can be found in the 'Assignments' module on Brightspace.** The research paper is due Mon. April 1, and worth 20% of your final grade.

### 6. Media Effects Research and Policy Making

The primary purpose of this assignment is to explore the practical application of media effects research in policy-making. In pairs, you and a classmate will choose a specific policy issue, analyze relevant media effects studies, and present how insights from these studies can contribute to more informed and effective policy decisions. The assignment allows you to choose your preferred format: a short paper (3-4 pages), narrated presentation slides (10-12 slides), or an audio or video podcast episode (10-15 minutes). **A more detailed discussion of this assignment can be found in the 'Assignments' module on Brightspace.** The final deliverable is due on Fri. May 3 (Finals Week), and worth 20% of your final grade.

### Late Submissions

Assignments should be submitted by the dates listed in the syllabus unless communicated otherwise. I understand life can be unpredictable. If you face unforeseen and compelling circumstances preventing timely submission, such as health emergencies or personal crises, please contact me as soon as possible. Assignments submitted after the deadline, without prior discussion, will receive a 5-point deduction for each day they are late unless indicated otherwise. I will do my best to accommodate genuine challenges. Always keep me informed.

### Assignment Feedback & Grade Inquiries Policy

I am committed to providing timely feedback on your work. Therefore, every effort will be made to grade and post scores for assignments within 10-14 days following their submission. Please monitor Brightspace for updates on your grades. If you notice an error or believe a mistake has been made in your score, inform me within one week (7 days) after the grade has been posted. If you wish to discuss your grade, write a brief explanation outlining any concerns or issues with the scoring. Please send this communication to me via email. This process is beneficial for two reasons: it creates a formal record that can be referred to if a grade revision is deemed necessary; and allows you to present a reasoned case, which may support a favorable review. If grade inquiries aren't made within the one-week window, I will assume you agree with the grade, and no further changes will be entertained.

### 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	10%	40	<i>weekly</i>
Weekly Quizzes	20%	80	<i>weekly</i>
Discussion Posts & Replies			
Class Introductions		20	01/14; 01/21
<i>Consuming Kids</i>	15%	20	02/11; 02/18
<i>The Social Dilemma</i>		20	04/21; 04/28
Personal Media Usage Analysis	15%	60	02/05
'Exploring the Gray Area' Research Paper	20%	80	04/01
Media Effects & Policy-Making (Pairs)	20%	80	05/03
	<b>100%</b>	<b>400 pts. possible</b>	

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 class's first and last day. 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 to improve 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. The description of letter grades is below.

<b>Letter Grade</b>	<b>Description</b>
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 2023-2024](#)).

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 or Learning Lab without the approval of the instructor.

**Academic Integrity at USC.** The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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](#).

**Use of Artificial Intelligence (AI) Generators.** This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. The course policy allows using AI tools for assignments **when explicitly permitted and under certain conditions**. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

**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 to detect plagiarism of such papers. You may submit your papers so 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) determines 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Religious Observances.** Observing religious holidays and cultural practices is an important part of one’s identity—it reflects diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, please review the course requirements for any potential conflicts with your religious observances. If you anticipate such conflicts, contact me within the first two weeks of class. We will work together to make reasonable adjustments to ensure participation without disrupting your religious practices.

**Student-Athlete Travel Excuse Letters.** Before a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (from their academic counselor) for the classes missed while on the road (i.e., excused absence). These arrangements do not relieve student-athletes from submitting all assignments on time without faculty approval.

**Computer Access.** USC Annenberg has a policy requiring all students enrolled in an Annenberg class to bring their 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: 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](#). You are responsible for ensuring you have access to a computer that can perform the necessary functions to complete 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, please excuse yourself from the classroom.

**Course Content Distribution and Synchronous Session Recordings Policies.** USC has policies that prohibit recording and distributing any synchronous and asynchronous course content outside of the learning environment. Students may only record or distribute a portion of a classroom lecture, discussion, or review with **the course instructor's prior and explicit written permission**. The unauthorized use of any 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. Recording a university class without the instructor's express permission and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students and the instructor ([Living our Unifying Values: The USC Student Handbook](#), p. 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the instructor's express permission for purposes other than individual or group study **is not allowed**. 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 that 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 ([Living our Unifying Values: The USC Student Handbook](#), p. 13).

**Classroom Comportment.** Students are expected to engage in behaviors that enhance the learning environment. The instructor is responsible for optimizing learning for individual students and 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 criticizing/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 have 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. Students should provide a thoughtful assessment of their experience and their own effort, with comments focused on specific aspects of instruction or the course. Comments on the 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 a helpful way to address questions or concerns that may arise between classes, office hours, or scheduled appointments. While emails are welcomed, please remember that attending class lectures and office hours often leads to a more comprehensive understanding and immediate clarification of course content. When emailing, please be as clear and concise as possible; this ensures your concerns or questions can be addressed efficiently.

I am committed to responding to your emails in a timely manner. Typically, you can expect a reply within 24 hours on weekdays and 36 hours over the weekend. No Response? If you have not received a reply within the expected timeframe, please send a gentle follow-up email or approach me before or after class. I'm here to support your learning journey; sometimes, emails can get overlooked or lost.

## **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.

### Annenberg Embedded Counseling

Annenberg has its own Counseling and Mental Health location (ASC 304). Students can schedule in-person or telehealth appointments through the Student Health MySHR or call (213) 740-9355.

### 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.

### 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.

### 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.

*TrojansAlert*

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

*Emergency Preparedness/Course Continuity in a Crisis*

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard or Brightspace, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

*Violence-Free Campus*

Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

*ITS Customer Support Center (CSC): (213) 740-5555*

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

*Occupational Therapy Faculty Practice - (323) 442-2850 or [otfp@med.usc.edu](mailto: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 Professor in the Annenberg School of Communication at the University of Southern California. Professor Lee is also the Assistant Dean of Excellence in Teaching at 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 quantitative research methods, media effects, interpersonal and intercultural communication, global organizational communication, communication theory, and communication, culture, and tourism.



## Course Schedule\*

Week	Date	Topic	Readings	Due
Week 1	Jan. 08	Introduction to Course & Study of Media Effects	Syllabus	
	Jan. 10	Understanding Media Effects: Types and Variations	<sup>T</sup> Sparks (Chpt. 3, pp. 72-73 <u>only</u> ); <sup>B</sup> Potter (Chpt. 3, pp. 33-49)	DP#1 [Sun. 01/14]
Week 2	Jan. 15	<b>No Class – Martin Luther King’s Birthday</b>		
	Jan. 17	Historical Overview of Media Effects Research	<sup>T</sup> Sparks (Chpt. 3, pp. 54-72 <u>only</u> )	Quiz#1; DR#1 [Sun. 01/21]
Week 3	Jan. 22	Scientific Study of Media Effects	<sup>T</sup> Sparks (Chpt. 1)	
	Jan. 24	Scientific Study (cont.)	<sup>T</sup> Sparks (Chpt. 2)	Quiz#2 [Sun. 01/28]
(Jan. 26: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)				
Week 4	Jan. 29	Audiences: Gratification, Identification, Interaction	<sup>B</sup> Nielsen (pp. 19-31 <u>only</u> )	
	Jan. 31	Audiences (cont.)	<sup>T</sup> Sparks (Chpt. 4)	Quiz#3 [Sun. 02/04]
Week 5	Feb. 05	<i>Consuming Kids: Commercialization of Childhood</i>	-----	PMU
	Feb. 07	Unique Audiences: Children and Adolescents	<sup>T</sup> Sparks (Chpt. 7)	Quiz#4; DP#2 [Sun. 02/11]
Week 6	Feb. 12	Violence in the Media: Content and Its Influence	<sup>T</sup> Sparks (Chpt. 5)	
	Feb. 14	Violence in the Media (cont.)	<sup>B</sup> Huesmann & Taylor (2006)	Quiz#5; DR#2 [Sun. 02/18]
Week 7	Feb. 19	<b>No Class – President’s Day</b>		
	Feb. 21	LGBTQ Media Depiction and Impact	<sup>B</sup> Neff et al. (LGBTQ)	Quiz#6 [Sun. 02/25]
(Feb. 23: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)				
Week 8	Feb. 26	Sexuality and the Media: Content and Effects	<sup>T</sup> Sparks (Chpt. 6)	
	Feb. 28	Sexuality and the Media (cont.)	<sup>B</sup> Coyne et al. (2019)	Quiz#7 [Sun. 03/03]
Week 9	Mar. 04	Gender Stereotypes and their Impact	<sup>B</sup> Neff et al. (Gender)	
	Mar. 06	Gender Stereotypes and their Impact (cont.)	<sup>T</sup> Sparks (Chpt. 10, pp. 253-265)	Quiz#8 [Sun. 03/10]
<b>March 10-17 Spring Recess</b>				
Week 10	Mar. 18	Race/Ethnicity Stereotypes and their Impact	<sup>B</sup> Neff et al. (Race/Ethnicity); <sup>B</sup> Monk-Turner et al. (2010)	
	Mar. 20	Race/Ethnicity Stereotypes (cont.)	<sup>T</sup> Sparks (Chpt. 10, pp. 266-278)	Quiz#9 [Sun. 03/24]
Week 11	Mar. 25	Mass Media and Health: Tobacco & Alcohol	<sup>T</sup> Sparks (Chpt. 8)	
	Mar. 27	Mass Media and Health: Campaigns	-----	Quiz#10 [Sun. 03/31]
Week 12	Apr. 01	News Media Influence: Perception and Behavior	<sup>T</sup> Sparks (Chpt. 9)	Res. Paper
	Apr. 03	News Media Influence (cont.)	-----	Quiz#11 [Sun. 04/07]
(Apr. 05: Last day to drop a class w/ mark of “W”)				
Week 13	Apr. 08	Media and Morality	<sup>B</sup> Tamborini et al. (2017)	
	Apr. 10	Media and Morality (cont.)		Quiz#12 [Sun. 04/14]
Week 14	Apr. 15	Social Media: Elements, Ecologies, and Effects	<sup>B</sup> Bayer et al. (2020)	
	Apr. 17	<i>The Social Dilemma</i>		Quiz#13; DP#3 [Sun. 04/21]
Week 15	Apr. 22	Diffusion of Innovations through Media Channels	-----	
	Apr. 24	Diffusions (cont.) & Course Wrap-up	<sup>T</sup> Sparks (Chpt. 11)	Quiz#14; DR#3 [Sun. 04/28]
FINALS WEEK		Friday, May 03, 2024 (by 8:00 p.m.)	Media Effects & Policy Making deliverable	
*Course schedule/content subject to change at Instructor discretion			<sup>T</sup> Textbook (Sparks)	<sup>B</sup> Brightspace Reading