# Media Psychology – Winter 2018
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**Office Hours:** by appointment (directly before/after class is best!)
   **\*\*Come talk about the course or just to chat! Drop in any time my door is open.**

**Class Sessions:**
January 3rd – 25th: MTWThF 1-3:30pm; *note:* no class Monday Jan 15th (MLK day) or Monday Jan 22nd (exam)

## Overview:

This discussion-based course will examine how media and emerging technology influence basic psychological processes and child development. The topic of media psychology lends itself well for a seminar-style class; as digital natives, many of these topics are very relevant for today's college-aged student. I encourage you to share personal examples and experiences as we move through these topics, to help connect the research and our discussions to your own lives. The course will focus on literature pertaining to social media, video games, the Internet, educational technology, cell phones, advertisements, and other recent innovations. Topics will include identity, body image, sexualization, aggression, addiction, cyberbullying, relationships, learning, health, and the mind. The approach to this course emphasizes developmental psychology with supplementary readings from all areas of psychology. Class time will be devoted to discussion of research articles and chapters, current trends, and critical analysis of this new field. My hope is that you will join in the current excitement for this up-and-coming discipline and find opportunities for challenge and learning.

This class is discussion and reading-heavy, and class sessions will largely be spent discussing the readings for the day, extending that information with our own experiences and media examples, and connecting the readings to psychology and other topics. To complement these discussions, we will at times use slides, videos, and handouts. Please note that any handouts/slides will be posted to Canvas in .pdf format no later than end of day after they are presented. To be most successful in this quick-paced winter course, I suggest carving out daily time for reading and keeping on top of the assignments. If you miss a class, I suggest getting notes from a classmate and checking out Canvas for any handouts, etc. I'm always available to answer questions as well!

## Etiquette:

I will act respectfully towards you in class, and I expect you to do the same towards your peers and me. I will always arrive in class ready to give you my full attention, and I expect you to do the same. As such, use of technology in ways that are not directly class-relevant will not be tolerated. Interestingly, research has shown that electronic devices can negatively affect both your learning outcomes and that of your peers (see on Canvas: Sana, Weston, & Cepeda, 2013) – we will read this article for tomorrow to discuss! Cell phones in particular should be placed out of sight by the start of class; please note that visible cell phones during class will result in a drop in your participation points. Likewise, please save sleep, aggression, mating rituals, music listening, and general disruptiveness for other, more appropriate contexts. I encourage you to participate and ask questions. I tend to be rather casual in class, and encourage you to speak up whenever you have a question or thought that might extend or deepen our conversations.

Our class sessions are most successful when everyone feels comfortable, so let's work together to make this a respectful and positive classroom. I want this class to be a challenging, informative, and fun course that speaks to your interests, so please talk to me if you have ideas about topics you'd really like some information on.

Outside of class, the best way to get ahold of me is via email. I will always respond promptly, within 24 hours, and typically quicker. Grading will occur primarily on Canvas. Given the fast pace of winter term, participation points with feedback will also be returned to you quickly – within 1-2 days. For other assignments, you can expect your grade with feedback to be posted within a week. Please make sure to check Canvas regularly for grades and feedback, and consider that feedback carefully when completing future assignments.

## 'Big Picture' Goals:
1. To explore how researchers/educators deal with an *emerging* topic in the field of psychology
2. To understand what we are learning about tech/media's effect on youth and role in development
3. To learn about psychological phenomena related to technology and media

## Specific Course Objectives:
4. To develop critical reading and thinking skills in psychology
5. To refine and practice research and presentation skills
6. To develop your own ideas and propose research within the context of this new discipline

## Readings:
*It is essential to complete the readings <u>before</u> class to facilitate our discussions; you will be graded on your participation/thoughtful contributions, so please plan accordingly. In addition to reading some primary literature, there are three required books – Ferguson and Kutscher read more as research-based textbooks (though less dense!); Turkle is more examples/anecdotal.*

Ferguson, C. (2016). *Media Psychology 101.* New York, NY: Springer Publishing Company.
Kutscher, M. (2017). *Digital Kids: How to Balance Screen Time, and Why It Matters.* London, UK: Jessica Kingsley Publishers.
Turkle, S. (2011). *Alone Together: Why We Expect More From Technology and Less From Each Other.* New York, NY: Basic Books.

*Required Articles:* posted to Canvas – getting a taste of the primary literature from an emerging field!

## Course Requirements (500 points possible):

| Participation | 150 points | 30% |
|---|---|---|
| Reading Quizzes *(top 10 of 12 will count)* | 75 points, 7.5 each | 15% |
| Oral Contributions *(top 10 of 12 will count)* | 75 points, 7.5 each | 15% |
| **Tech/Media in Life Assignment** | 50 points | 10% |
| **Class Leader Assignment** | 100 points | 20% |
| **Exam** | 100 points | 20% |
| 10 questions | 10 points each | |
| **Research Project** | 100 points | 20% |
| Outline | 50 points | 10% |
| Presentation | 50 points | 10% |

- Extra Credit can be earned by up to 15 points - 3% - see handout on Canvas for options.
- At any point, you can determine your current grade by dividing points earned by points possible. *Approximate* letter grade : % equivalencies are:

| | | |
|---|---|---|
| | A (92.5-100) | A- (90-92.4) |
| B+ (87.5-89.9) | B (82.5-87.4) | B- (80-82.4) |
| C+ (77.5-79.9) | C (72.5-77.4) | C- (70-72.4) |
| D+ (67.5-69.9) | D (62.5-67.4) | D- (60-62.4) |
| F (below 60) | | |

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### --Participating in Discussions (30% of final grade)

*Reading Quizzes:* On Canvas, there is a set of reading questions for each day's reading. At the start of each class, we will have a brief reading quiz (5-10 minutes) that will ask you 4-6 of these questions. These quizzes are designed to help you internalize key concepts from the readings. You may use *handwritten* notes during these quizzes, but no electronic or print sources or the books. **These reading questions are meant to help you understand the day's reading as well as generate discussion in class.** To meet with success on these quizzes, I suggest carefully reviewing each day's reading while taking thoughtful notes on the reading questions.

*Oral Contributions:* Productive discussion requires that everyone is willing and able to participate. This discussion includes offering opinions, comments, questions, analysis, and listening carefully and responding constructively to others.

You should be familiar with the assigned readings for each class and have also thought about the implications of the readings and be able to make connections to other material discussed in class. If you aren't in class, you can't participate, and there is no way to "make-up" discussions or reading quizzes. However, there is some flexibility -- your top 10 of 12 scores will count – so, you either get two "freebies" (plan absences accordingly) or will drop your two lowest scores. See rubric for specific grading information and expectations. Reading quizzes and discussion points will occur daily from Jan 4th-23rd.

## --<u>Tech/Media in Your Life (10% of final grade)</u>

In this assignment, you will take 1 of 2 stances: become hyper-aware of all media and corresponding technology or actively avoid all tech/media for <u>one full day</u>. Reading novels/textbooks, for the purposes of this assignment, do not count. You will sign up for your stance on the 2nd day of class (choice is up to you – consider the two options carefully) and then will need to allot one day shortly thereafter towards taking that stance. We will reflect on this assignment and its lessons at the start of week 2; the write-up is due electronically on Canvas by start of class Jan 11th. See rubric for specific grading information and expectations.

## --<u>Class/Discussion Leading in Groups (20% of final grade) – 1 of 7 possible sessions</u>

In groups of 3-4, students will be responsible for leading part of a class session (~1 hour) during week 2 or 3. Consider yourselves the experts on one of that day's topics (the asterisked one on the calendar on the back page). This assignment entails the class leaders closely reading 2 articles (see "class leader articles" folder on Canvas), preparing questions to stimulate discussion, and leading class activities. Be creative in how you lead this discussion: you might do Q & A periods, but should also incorporate small group activities, short writing exercises, live media examples (e.g., Have an iPad and want to show a particular app? Have some real examples from magazines?), or any combination of these or your own ideas. Your group will need to meet with me (allow at least 15 minutes) so we can discuss your plan (i.e., goals for the class, ideas you'd like to focus on) no later than the day before your class session, and you'll turn in a final typed outline prior to your class session. See rubric for specific grading information and expectations.

## --<u>One Exam (20% of final grade)</u>

This exam will have 12 questions (each answerable in 5-10 sentences), and you will answer 10 (skipping two of your choice). The exam will be online; find a comfy place with computer/internet access. The exam will be available on Canvas for 72 hours, so you can choose when to take it within that timeframe but note that it does have to be in one sitting – the timer will start as soon as you open the exam. You'll have 2 hours to complete it (think: ~10 minutes a question).

Note that this is an online exam, so you will have access to your notes, books, and other print sources. However, the exam will be timed and challenging, thus it is required that you study the material in advance. Electing not to do so will likely result in not completing the exam within the allotted time and/or a poor score. Exams submitted after the time deadline will receive an automatic 20% deduction for every 10 minutes late (and thus earning an automatic 0 if more than 50 minutes late). Though you will have access to notes, you are NOT allowed to use any people (your fellow students, staff, faculty, etc.) as resources during the exam. Doing so will result in automatic failure of the exam (score of 0). If you have any problems during the exam, please email me immediately. A good idea is to copy/paste out questions/answers so you have a personal copy in case something goes awry (e.g., a foot of snow falls blasting out all Canvas access), and to send me anything you can to prove you've completed the work on time if something should go awry.

## --<u>Research Project -- Presentation and Proposal Outline (20% of final grade)</u>

Media psychology is a hot topic and emerging field in psychology, and new info about technology/media and its effects is continuously being discovered. In this project, you will have the chance to propose and design a research study that furthers what we know about this emerging field. I encourage you to be creative! A research project handout with guidelines and grading criteria is available on Canvas, and will be discussed thoroughly in class. Outlines are due electronically on Canvas by 12:30pm on the day of your presentation, and will include (in outline format, e.g., bullet points) background literature, methods, predicted results, and discussion. Oral presentations via PowerPoint slides will occur during our last week. Presentations should be 8-10 minutes, and uploaded to Canvas no later than a half hour before class on the day of your presentation.

Also note that we will have a project workshop the day before presentations begin. The goal of this in-class workshop is to give you an opportunity to refine ideas, bounce thoughts off your peers or me, gain feedback on your project in its current state, etc.

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<u>**Support for Students with Disabilities:**</u> The College of Idaho seeks to provide an educational environment that is sensitive to the needs of students with disabilities. The College provides reasonable services to enrolled students who have a documented permanent or temporary physical, mental or sensory disability that qualifies the student for academic accommodations under the Americans with Disabilities Act or section 504 of the Rehabilitation Act. If you have, or think you may have, a disability that impacts your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through the <u>Learning Support and Disability Services office</u> located in Hendren Hall (208-459-5683). Disability-related adjustments to course expectations can be arranged only through this process & accommodations are not retroactively applied.

**Honor Code & Academic Integrity:** All work submitted for this course must be your own and be completed exclusively for this course. Plagiarism is the presentation of someone else's ***words***, ***ideas***, or ***data*** as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as quotation marks and citations. Although I encourage you to work in groups to study, you are responsible for doing all work independently and for not plagiarizing or inadequately citing sources. Please consult the C of I Student Handbook and College Catalog for more about plagiarism. In cases where plagiarism has been clearly established, you will receive an automatic 0 for the assignment. In some cases, you will be dismissed from the College of Idaho entirely. Please see me if you have any questions about plagiarism. *All course work submitted for evaluation is implicitly pledged with the student's signature: "I pledge that this work was completed with academic integrity."*

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Course Schedule

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| Date | | Topics | Reading/Assignments Due |
|---|---|---|---|
| 1/3 | Wed | *Introduction, Syllabus, and Organization* <br> *Why Should Psychologists Study Media Psychology?* <br> *Some History* | Okdie et al. (2014) |
| 1/4 | Thurs | *Theories of Media Use* <br> *Technology and Education* | Ferguson Chapters 2 & 4 <br> Kutscher Chapter 1 p.19-37 <br> Sana, Weston, & Cepeda (2013) |
| 1/5 | Fri | *Social Media and Psychology* <br> *Emerging Relationships and Technology* | Ferguson Chapter 14 <br> Kutscher Chapter 2 p.46-52 <br> Papp, Danielewicz, & Cayemberg (2012) |
| 1/8 | Mon | *Discussion of Tech/Media in Life Assignment* <br> *Docu-Monday! Virtual Worlds → Life 2.0* | Partala (2011) <br> ***Tech/Media Reflection Due at 1pm*** |
| 1/9 | Tues | *Tech/Media Addiction & Health Risks* <br> *Tech/Media as Medicine/Therapy\** | Kutscher Chapter 1 p.42-44 & Chapter 6 <br> Ferguson Chapter 5 <br> Turkle Chapter 13 <br> Chao, Scherer, & Montgomery (2015) <br> ***Class Leaders 1*** |
| 1/10 | Wed | *Advertising and the Child Consumer* <br> *Media and Stereotypes\** | Ferguson Chapters 3 & 9 <br> Oates, Blades, & Gunter (2002) <br> ***Class Leaders 2*** |
| 1/11 | Thurs | *Tech/Media for Babies & Exceptional Kids* <br> *News* <br> *Cyberbullying\** | DeLoache et al. (2010) <br> Kutscher Chapter 3 <br> Ferguson Chapter 10 <br> Nixon (2014) <br> ***Class Leaders 3*** |
| 1/12 | Fri | *If/How Media Relates to Weight Loss & Thin Ideal* <br> *If/How Media Relates to Weight Gain & Obesity Stigma\** | Ferguson Chapter 7 <br> Tiggemann, Slate, & Smyth (2014) <br> AAP (2011) Policy Statement <br> ***Class Leaders 4*** |
| 1/15 | Mon | ***-- No Class – MLK day --*** | -- |
| 1/16 | Tues | *Artificial Intelligence* <br> *Sexualization of Youth\** | Turkle Chapters 1-7 (you will be responsible for reading 1 chapter - 3-4 students will be assigned to each) <br> Ferguson Chapter 8 <br> Kutscher Chapter 2 p.52-55 <br> ***Class Leaders 5*** |
| 1/17 | Wed | *Positives of Gaming* <br> *Violence on the Screen\** | Granic, Lobel, & Engels (2014) <br> Ferguson Chapters 11 & 12 <br> ***Class Leaders 6*** |
| 1/18 | Thurs | *Identity Development in the Digital Age\** <br> *Reducing Negative Effects of Media & Countermedia* | Turkle Chapters 8-9 <br> Dennison, Russo, Burdick, & Jenkins (2004) <br> ***Class Leaders 7*** |
| 1/19 | Fri | *Parents' Mediation of Tech/Media & AAP Guidelines* <br> *Comprehensive Review* | Barkin et al. (2006) <br> Kutscher Chapters 4-5 & 7 |
| 1/22 | Mon | ***-- No Class – Online Exam Sat, Sun, or Mon --*** | ***Complete Exam by Monday 11:59pm*** |
| 1/23 | Tues | *Digital Frenzy: Contemplation/Reflection in a Digital Age* <br> *Research Project Workshop* | Ferguson Chapter 15 <br> Turkle Chapter 14 <br> Levy et al. (2011) |
| 1/24 | Wed | *The Future of the Field: Presentations 1* | ***Project due…*** <br> ***…by 12:30pm today if presenting*** |
| 1/25 | Thurs | *The Future of the Field: Presentations 2* | ***…or by 12:30pm today if presenting*** <br> ***Extra Credit Due By 11:59pm*** |

**Disclaimer:** The calendar provided is a *tentative* guide to the structure of the course. There may be occasional changes to the topic schedule and assigned readings. These changes will be announced in class and/or via Canvas when they occur.