

PSY349 (Section 1) – Psychology Applied to the Media Fall 2021

BASIC INFORMATION

Professor: Kristy K. Dean, Ph.D

Please call me: Dr. or Professor Dean (pronouns: she/her/hers)

Phone: 616-331-2412

Email: deankr@gvsu.edu (expect a response within 24 hours on weekdays)

Office: 2211 AuSable Hall

Office hours: Mondays, Wednesdays, Fridays, 10-10:50am (first come, first served) in my office.

Masks are required.

Appointments: We can also meet outside of office hours! These appointments can be in-person or online. Please contact me to coordinate.

Ask me about: anything related to this class, the psychology major, psychology research, education and careers in psychology, being a first-generation college student, cats, true crime, cooking, etc.

COURSE OVERVIEW

Meeting Times and Place: Mondays, Wednesdays, and Fridays from 9-9:50am, ASH 1310

Readings: We will utilize readings from a variety of sources (see below), all of which are required. The primary source, especially for the first ½ of the course is Perloff (2020) textbook. The GVSU Bookstore offers two purchase options: a hardcover printed copy or an eBook. **Note #1:** [You can purchase or rent the eBook from the publisher](#) (starting at \$55,) or from other third-party sources; these may be cheaper options. Please contact your professor to discuss no/low-cost options for accessing our textbook. A copy of the textbook will also be on physical Course Reserve at the Library for students to share. **Note #2:** Other readings will be available on the course Blackboard page.

Textbooks and Chapters

Brewer, G. (2011). Media violence. In G. Brewer (Ed.), *Media Psychology* (pp. 9-27). Palgrave Macmillan.

Bryce, J. & Kaye, L. K. (2011). Computer and video games. In G. Brewer (Ed.), *Media Psychology* (pp. 101-114). Palgrave Macmillan.

Dixon, T. L. (2019). Media stereotypes: Content, effects, and theory. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media Effects: Advances in Theory and Research* (4 ed., pp. 243-257). Taylor and Francis.

Giles, D. (2010). *Psychology of the media*. Palgrave Macmillan. (Specifically, Chapter 2).

Gunter, B., & Smith Maguire, J. (2011). Body image and eating behavior. In G. Brewer (Ed.), *Media Psychology* (pp. 48-62). Palgrave Macmillan.

Perloff, R. M. (2020). *The dynamics of persuasion: Communication and attitudes in the 21st century*. Routledge. (Specifically, Chapter 2, 4, 5, 8, 10, 11, 12.)

Robinson, S. (2011). Research methodology. In G. Brewer (Ed.), *Media Psychology* (pp. 207-219). Palgrave Macmillan.

Empirical and Review Articles

- Derrick, J. L., Gabriel, S., & Hugenberg, K. (2009). Social surrogacy: How favored television programs provide the experience of belonging. *Journal of Experimental Social Psychology, 45*, 352-362. doi:10.1016/j.jesp.2008.12.003
- Griffiths, M. D. (2018). Adolescent social networking: How do social media operators facilitate habitual use? *Education and Health, 36* (3), 66-69.
- Schlosser, A. E. (2020). Self-disclosure versus self-presentation on social media. *Current Opinion in Psychology, 31*, 1-6. <https://doi.org/10.1016/j.copsyc.2019.06.025>

Non-Profit Research Center Reports

- Lewandowsky, S., Cook, J., Ecker, U. K. H., Albarracín, D., Amazeen, M. A., Kendeou, P., Lombardi, D., Newman, E. J., Pennycook, G., Porter, E. Rand, D. G., Rapp, D. N., Reifler, J., Roozenbeek, J., Schmid, P., Seifert, C. M., Sinatra, G. M., Swire-Thompson, B., van der Linden, S.,...Zaragoza, M. S. (2020). *The Debunking Handbook 2020*. Available at <https://sks.to/db2020>. doi:10.17910/b7.1182.
- Ward, L. M., & Stevens Aubry, J. (2017). *Watching gender: How stereotypes in movies and on TV impact kids' development*. Common Sense Media. <https://www.commonsensemedia.org/research/watching-gender>

Online Professional and News Sources

- Abrams, Z. (2021, March 1). Controlling the spread of misinformation. *Monitor on Psychology, 52*(2). Retrieved from <https://www.apa.org/monitor/2021/03/controlling-misinformation>.
- Anderson, I. A., & Wood, W. (2021, February 2). *No, you are not addicted to your digital device, but you may have a habit you want to break*. The Conversation. <https://theconversation.com/no-you-are-not-addicted-to-your-digital-device-but-you-may-have-a-habit-you-want-to-break-153860>
- Makwana, B., Lee, Y., Parkin, S., & Farmer, L. (2018, January). *Self-esteem: The relationship between body dissatisfaction and social media in adolescent and young women*. In-Mind. <https://in-mind.org/article/selfie-esteem-the-relationship-between-body-dissatisfaction-and-social-media-in-adolescent>
- Vox. (2018, February 23). *It's not you. Phones are designed to be addicting* [Video]. Youtube. <https://www.youtube.com/watch?v=NUMa0QkPzns>

Course Description: In this course, we will examine how people are influenced by the media to which they are exposed and help create. We will take a psychological approach in this course, which means we will focus on the psychological mechanisms that influence how we think, feel, are motivated, and behave when engaging with media, as well as the psychological influences that factor in to our creation of media. We will also take a scientific approach, meaning psychological theory and research evidence will guide our discussions of media effects. Modern media psychology considers the various forms that media take – from traditional media like TV and film, to newer media forms like social media, VR, and video games – as well as practical implications of media on informing, reinforcing, and changing beliefs, attitudes, and behavior.

Course Prerequisite(s): PSY101 (Introductory Psychology) OR HNR234 (Society and Self: Psychological Perspective)

Technology Requirements: Although this course is scheduled to meet in person, the COVID-19 pandemic has taught us the importance of flexibility. Access to Blackboard Learning Management System is required for this course. Also, I strongly encourage you to seek out 1) regular access to a computer or tablet, and 2) a reliable, high-speed internet connection. A computer with a video camera and microphone is ideal for attending virtual appointments and if we need to transition online again. Phones could be used instead of a computer/tablet in a pinch but are not recommended as the primary method of accessing course material all semester. If you do not have access to a computer or reliable internet, please talk with your professor and/or review the resources available to you on Blackboard (see “Student Resources” folder). These resources include information about on-campus computer labs, Special Circumstances and Financial Hardship funds, etc.

Learning Objectives: By the end of this course you should have a better understanding of the psychological theories and research findings that inform our understanding of media’s role in our everyday lives. More specifically, upon successful completion of this course, you will be able to...

- Explain the psychology behind the relationship between the individual and the media.
- Describe whether and how the media influences people’s perceptions of themselves, others, and the world in which they live.
- Describe how people influence what is presented in the media.
- Describe ways that the relationship between the media and its audience is bidirectional.

Class Format: The class sessions will utilize lecture and discussion as well as various methods to foster active participation. Class sessions and the readings supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class sessions highlight important concepts within the texts, students are strongly encouraged to complete assigned readings PRIOR to the corresponding lecture, and attend all class sessions. Please note that class sessions will NOT be recorded; if you miss class you are encouraged to reach out to your classmates for notes.

Active Engagement with the Course Material: To understand the material covered in ANY course, active engagement is necessary. To help you be successful in this course, I have taken special care in designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also intentional and effortful in your engagement with the course.

You can expect your professor to...

- 1) Present interesting information clearly and in an organized fashion.
- 2) Facilitate your efforts to learn the material. For example, Blackboard will contain in-depth assignment instructions and various supplemental resources. Your professor will also be available via email and during office hours/appointments. Although I encourage students to take the initiative to approach me if they have questions, I will also reach out to students that are doing fabulous work or who appear to need assistance.
- 3) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours on weekdays), and providing feedback and prompt grading. Consistent communication will be essential to a smooth semester!
- 4) Facilitate a safe, respectful, and curiosity-driven learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our self-improvement goals, like our academic studies. Please reach out if you need assistance.

Your professor expects you to...

Basic expectations: 1) Read the syllabus and consult it throughout the semester

- 2) Read assigned readings in a timely manner
- 3) Complete all assignments/exams on time
- 4) Regularly attend class sessions and study
- 5) Take notes during classes and when reading/studying
- 6) Communicate your questions and concerns
- 7) Be respectful and curious

- Going a step further:
- 1) Complete readings before class
 - 2) Meet with your professor to discuss your understanding of the material
 - 3) Review concepts that you missed on assignments, exams, etc.
 - 4) Answer questions on the study guide in depth
 - 5) Engage in study strategies that test your amount and depth of knowledge

A ton of educational research suggests that students should devote around 3 hours per credit hour they take, give or take 1 hour (so, 2-4 hrs per credit hour). PSY349 is a 3-credit course, so this equates to spending around 9 hours a week on this class, which includes time spent in the classroom. If you are taking a full course load (e.g., 15 credits), this equates to spending around 45 hours a week on your coursework, which is equivalent to a full-time job. Each week, you will have assigned reading (~2 hrs), three class sessions (~2.5 hrs), and some brief assignments (~.5 hr to complete). Consider how you spend the remaining 4 hours on this course. Study tips and strategies are provided on BB.

ASSESSMENTS AND GRADING

Course grades will be based on total points earned from the following sources:

COURSE ACTIVITY	POINT VALUE
Exam #1	50 points
Exam #2	55 points
Topic Diary	12 x 3 points each 36 points
Engagement Activities	12 x 2 points each 24 points
Persuasive Communication Paper	50 points
Social Media Paper Proposal	10 points
Social Media Research Paper	50 points
Extra Credit	12 points

*These course activities are subject to change. Total of 275 points, not including extra credit.

**Please consult the Course Policies section for additional information on making up late assignments and procedures for requesting late work accommodations.

Exams: There will be two, non-cumulative exams in this course. Both exams will consist of multiple-choice, true-false, fill-in-the-blank, and short answer questions, and will be worth 50 points (Exam #1) and 55 points (Exam #2). Students will complete any short answer questions outside of class and submit them via BB for grading; otherwise, exams will be completed during in-person class sessions (see Schedule). Study guides will be posted a week before exams on BB. Policies and procedures for making up missed exams are described below (see Accommodations for Late Work/Make-Ups policy).

Topic Diary: To encourage active reflection and application of the course material, students will write and post topic diaries of their learning on the BB Journal. Separate diary entries will be due for each

topic covered (12 total). Diary entries should include 1) a thoughtful summary of the student's understanding of one specific concept from the topic covered, and 2) a thoughtful discussion of your reflections on the concept, how it affects you or relates to your life, etc. Deadlines for diary entries are listed in the Schedule. Diary entries are worth up to 3 points. Late diaries will be accepted two days late, and will be docked 1 point each day unless accommodations apply.

Engagement Activities: To encourage active engagement throughout the semester, students will complete engagement activities (EAs) that assess understanding and use of content covered in class sessions. EAs will be introduced in class and posted on the BB Discussion forum, which is where students will submit their work. Deadlines for these activities are listed in the Schedule. EAs are worth up to 2 points. Late activities will be accepted up to one day late, and will be docked 1 point each day unless accommodations apply.

Persuasive Communication Paper: The first of two major writing assignments, this paper will involve applying course material to describe how you would create a persuasive health communication. Instructions are provided in a separate document on Blackboard. This assignment is worth up to 50 points. Late assignments will be accepted up to five days late and will be docked 10% each day unless accommodations apply.

Social Media Research Proposal and Paper: The second writing assignment will involve identifying a question of interest related to the psychological effects of social media, then locating, summarizing, and evaluating empirical research that also sought to answer this question. The broader project will include a proposal (worth up to 10 points) and a final paper (worth up to 50 points). Additional documents on Blackboard provide thorough instructions for completing both parts of this project. For both the proposal and final paper, late assignments will be accepted up to five days late and will be docked 10% each day unless accommodations apply.

Extra Credit Opportunities: There will be different opportunities to earn extra credit throughout the semester. These opportunities will be announced in class and reiterated on BB; any detailed instructions will be posted as a separate document on BB, and will also include information about points values, deadlines, and late work policies. Students can earn a maximum of 12 extra credit points through these activities.

Final grades are determined using this scale:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	63 – 66.9
B-	80 – 82.9	F	62.9 and below
C+	77 – 79.9		

These are firm cut-offs. I only round up if a grade is > .95% (e.g., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). Yes, it is possible that 1 or 2 more points would mean the difference between an A or an A-, or a D or an F. Don't let it come down to that! It is your

responsibility to ensure your grade is where you want it to be at the end of the semester. Please reach out to your professor to discuss strategies for improving your mastery of the course material.

COURSE SCHEDULE

<u>Class Meetings</u>	<u>Topic/Readings</u>	<u>Important Dates</u>
Aug. 30 th (M), Sept. 1 st (W)	Intro to Media Psychology READ: Perloff Chapter 2	Due 9/3 (F): Intro EA and Diary
Sept. 3 rd (F), 8 th (W), 10 th (F), 13 th (M)	Approaches: Theoretical, Methodological, and Practical READ: Giles (2010) Chapter 2 READ: Robinson (2011)	No Class on 9/6 (M) – Enjoy Labor Day! Due 9/15 (W): Approaches EA and Diary
Sept. 15 th (W), 17 th (F), 20 th (M)	Introduction to Attitudes READ: Perloff Chapter 4 pg. 77-86 READ: Perloff Chapter 5 pg. 101-129	Due 9/22 (W): Attitudes EA and Diary
Sept. 22 nd (W), 24 th (F)	The Elaboration Likelihood Model READ: Perloff Chapter 8	Due 9/27 (M): ELM EA and Diary
Sept. 27 th (M), 29 th (W), Oct. 1 st (F)	The “Who” of Persuasion: The Communicator READ: Perloff Chapter 10	Due 10/4 (M): Communicator EA and Diary
Oct. 4 th (M), 6 th (W), 8 th (F)	The “What” of Persuasion: The Message READ: Perloff Chapter 11, Chapter 12 pg. 339-355	Due 10/11 (M): Message EA and Diary
Oct. 11th (M)		EXAM REVIEW
Oct. 13th (W)		EXAM #1
Oct. 15 th (F), 18 th (M), 20 th (W)	Media and Misinformation READ: Abrams (2021) READ: Lewandowsky et al (2020)	Due 10/22 (F): Misinfo EA and Diary Due 10/22 (F): Persuasive Communication Paper
Oct. 22 nd (F), 27 th (W), 29 th (F)	Media Overload and Addiction READ: Griffiths (2018) READ: Anderson & Wood (2021) WATCH: Vox (2018)	No Class on 10/25 (M) – Enjoy Fall Break! Due 11/1 (M): Overload EA and Diary
Nov. 1 st (M), 3 rd (W), 5 th (F)	Media, The Self-Concept, and Relationships READ: Schlosser (2020) READ: Derrick et al. (2009)	Due 11/5 (F): Social Media Project Proposal Due 11/8 (M): Self and Relationships EA and Diary
Nov. 8 th (M), 10 th (W), 12 th (F)	Media and Representation READ: Dixon (2019) READ: Ward & Stevens Aubry (2017) pg. 17-38	Due 11/15 (M): Represent EA and Diary
Nov. 15 th (M), 17 th (W), 19 th (F)	Media, Body Image, and Eating READ: Gunter & Smith Maguire (2011) READ: Makwana et al. (2018)	Due 11/22 (M): Body Image EA and Diary

Thanksgiving Week	No Class 11/22 (M) – Meet with Dr. Dean re: your project (optional) No Class 11/24 (W) & 11/26 (F) – Happy Thanksgiving!	
Nov. 29 th (M), Dec. 1 st (W), 3 rd (F), Dec. 6 th (M)	Media and Antisocial and Prosocial Behavior READ: Brewer (2011) READ: Bryce & Kaye (2011)	Due 12/8 (W): Social Media Project Paper Due 12/8 (W): Anti-Pro EA and Diary
Dec. 8 th (W)	Conclusions and Reflections on the Course	
Dec. 10 th (F)		EXAM REVIEW
Dec. 15 th (W), 8-9:50am		EXAM #2

*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

COURSE POLICIES

*This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday October 29th at 5pm.

Mask Policy: Face coverings, such as masks, are required to be worn in the classroom at all times under all Alert Levels except 0. Students who forget their face coverings may get a disposable mask at a campus office. The evidence is clear that face coverings are a crucial part of keeping COVID-19 at bay and support the university's commitment to providing all members of its community with an inclusive living/learning environment with equitable opportunities for success. [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students unable to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their situation.

Attendance Policy: Attendance is not required at class sessions, but strongly encouraged. If you miss class, you are strongly encouraged to connect with your classmates to obtain notes and reach out to your professor if you have any questions about these notes.

Accommodations for Late Work/Make-Ups: Although attendance at class sessions is not required, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact the professor via email within 24 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the nature of the cause for the missed deadline, and 2) the extent to which the student's ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between "excused" and "unexcused" absences, and although we aren't keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for "excused" reasons (due to something unexpected or beyond our control, despite our best efforts) or

“unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above. If you have questions about appropriate documentation, please talk with your professor. In general, if you are unsure whether you are eligible for an accommodation, just ask! College and academic life continues to be strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

Blackboard Access: The course Blackboard (BB) website is essential to your success. It is the student’s responsibility to visit BB regularly (at least twice a week) and stay current of the material posted in this forum. BB will be used in the following ways:

- 1) Grades:** All grades will be posted in the BB Gradebook. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email.
- 2) Assignments:** Assignment descriptions will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).
- 3) Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.
- 4) Journals:** Each student will have their own (semi-private) BB Journal that will be used for the Topic Diary assignments.
- 5) Discussion Board:** Separate BB Discussion threads will be used to post engagement activities (for ease of grading and turning in these assignments).

Classroom Conduct: We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Similarly, please be mindful of how your behavior may impact others, and limit distracting behavior (e.g., side conversations in class, eating, using your computer for things other than taking notes). Cell phones should be set to “do not disturb” or airplane mode or silenced during class unless the class session activities require cell phone use or there is an urgent matter that requires you to be accessible via phone (in which case, let your professor know!). Let’s maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues may result in grade deductions.

Accommodations for Students with Disabilities: If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please connect with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your professor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

Statement on Academic Dishonesty: The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students are encouraged to study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors (i.e., checking phone during an exam, sharing assignments with each other) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is using a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and decides. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

Library Resources: The library has Peer Research Consultants that can work with you one-on-one or in a small group to assist you with research. Information about Peer Research Consultants can be found on the library homepage (see BB). Also, the [Psychology Library Subject Guide](#) contains links to all of the psychology databases and other specific resources for psychology students.