COMM 3440
Mass Communication and Society

Autumn, 2024
Class Number 18094

Faculty Instructor:

Dr. Rob Potter [pronouns: he/him/his]

- Online lectures: available via CarmenCanvas
- Office hours: Via Microsoft Teams, by appointment. Click here to make one.
- potter.477@osu.edu

Graduate Student Teaching Assistant:

Kate Stewart [pronouns: she/her/hers]

- stewart.2337@osu.edu
- Office hours: by appointment

Mode of delivery/Class meeting times:

This is a hybrid course. OSU defines this as a course where no more than 75% of the faculty instruction occurs online. The current plan is for Dr. Potter to lecture in person every Tuesday from 2:20-3:40pm in Room 160 in the building at 209 W. 18th Ave. Screen recordings of slides and classroom audio from Tuesday lectures will be posted on CarmenZoom within 48 hours, barring technical difficulties. Use these for review and in case circumstances prevent you from attending in person.

You are encouraged to attend all Tuesday lectures in person to interact with Dr. Potter, the graduate student TA, and your peers. We all spend enough time watching things on screens…come to class on Tuesdays!

The rest of the instructional content will be delivered only as online lectures. This will typically be delivered as brief (30 minute or less) asynchronous lecture segments. You should expect several lecture segments each week, and are expected to watch the asynchronous material the week it is assigned.

Please note that an average of six hours of preparation/homework is also expected for this course in addition to the faculty instruction.

Course description

This class begins with an introduction to the basics of media psychology, including the scientific methods used to test claims about the effects of media on individuals. We then consider the psychological mechanisms through which media effects are thought to occur before examining the contexts in which these effects are stronger, weaker, or non-existent. Class assignments will push students to consider how the realities of media effects can be communicated to mass audiences in ways that are practical, accurate, and devoid of fearmongering.

Course learning goals and outcomes

In this course students will work toward developing skills to:

- classify media psychology as a branch of social science,
- evaluate the quality of published research on media effects,
- evaluate how media effects research is communicated to the public,
- develop evidence-based recommendations for media use in everyday life.

Additionally, this course fulfills the embedded literacy requirement for **technology** in the **General Education** program. Accordingly, students will also be able to:

- describe the relationships between technology and society in historical and cultural contexts,
- recognize how technologies emerge and change,
- evaluate the social and ethical implications of technology.

Required materials

- There is no required textbook for this course
- Readings will be assigned to provide examples of specific research methods being used in the industry. These will be posted on CarmenCanvas.
- Access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, speakers/headphones,
- All assignments must be submitted in MS Word or PDF format. Access to Microsoft Office is highly recommended. OSU students can find that for free here.

Points

This class has 100 possible points, which are distributed as follows:

'5M' Activities (x5)	10 points
Online Quizzes (x4)	10 points
Checkpoints (x5)	10 points
Research Syntheses (x2)	30 points
Online Exams (x2)	40 points

Assignments

- **'5M' Activities (2pts x 5).** Several of the key concepts introduced this semester are summarized as the **5M's**: Media, Methods of research, Mediation, Moderation, and Meta-analysis. When these concepts are introduced, students will complete a worksheet that asks them to examine how that concept manifests in published research papers and/or news articles. There are six activities in total, and they are graded for thoroughness, completion, and writing quality using the following scale (2 = satisfactory, 1 = needs improvement, 0 = not satisfactory). You will be graded on your top five scores.

- **Online Quizzes (2.5pts x 4).** Each quiz is worth 2.5 points and consists of 10 multiple-choice questions. Students have two attempts to complete each quiz, and these attempts have no time limit. Prior to the first attempt of each quiz, students should review all assigned readings and lecture notes. Then, complete the first attempt without referencing any of these materials. After submitting the quiz, students look to see which questions were answered incorrectly and use notes to figure out why. In the second quiz attempt, these errors can be corrected. Only the highest score will be counted. Research shows that this process of testing/re-learning/correcting is a highly effective way of solidifying knowledge. Therefore, these quizzes are designed to provide periodic checks on student knowledge and serve as reviews for later exams.

- **Checkpoints (2pts x 5).** These serve to assess student understanding of key course concepts. Checkpoints consist of open-ended questions answered on CarmenCanvas. These questions are designed to provide guidance toward the research synthesis assignments described below. Checkpoints are graded for thoroughness, completion, and writing quality using the following scale (2 = satisfactory, 1 = needs improvement, 0 = not satisfactory).

- **Research Synthesis Assignments (2 submissions).** The main course project asks you to research a specific media effects topic of your choice. This project culminates in a 1-page paper (single-spaced) that summarizes existing research on your topic and provides evidence-based recommendations about how people should approach media use in everyday life. Prior to writing this short paper, you will complete preliminary assignments that ask you to gather, evaluate, and synthesize research on your chosen topic. The first synthesis assignment is graded out of 10 points, and the second synthesis assignment is graded out of 20 points. Both assignments are evaluated using a combination of completion, accuracy, and effort. Detailed rubrics are provided for each synthesis assignment.

- **Online Exams (20pts x 2).** There are two online exams that consist of 20 multiple-choice questions and 10 true/false questions. Each exam is worth 20 points. A study guide is provided, and you can use your notes to complete the exams. However, you only have ONE attempt to complete each exam. This attempt is timed (60 minutes).

  If you score less than 70% on an exam, you can complete an Exam Reflection Assignment. This assignment requires you to reflect on errors that you made and demonstrate mastery of the material that you misunderstood. Satisfactory completion of this reflection will increase your exam grade to 70%. You are only allowed to complete the exam reflection assignment ONCE per semester.

Late assignments and make-ups

All deadlines are in Eastern Standard Time (EST). Students may submit all assessments late with a penalty. Penalties for late work increase cumulatively. Submitting work one second after the deadline yields a 20% penalty for the submission for the first week following the due date. After this first week, students may receive at most 50% for any submitted late work.

Make-ups for any point-related task will be given for university-excused excursions or for unavoidable circumstances only (e.g., deaths, family emergencies, employment/internship interviews) at the discretion of Dr. Potter. This may require the student to meet during CarmenZoom office hours, or a separate appointment time, to discuss the situation.

Extra Credit

Conducting scientific research is central to the mission of the School of Communication at The Ohio State University. Students can earn up to 2 points of extra credit by agreeing to be a research participant. For each hour of participation in a School of Communication research study, students receive 1 point of extra credit.

Students must sign up for studies at https://osucomm.sona-systems.com. Be sure to read the instructions on the SONA site closely. Missing a research appointment or providing researchers inaccurate responses (i.e., quickly clicking through questionnaires just to 'get it done.') will not result in earning extra credit.

Grading scale

Please note that CarmenCanvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. The official grading scale is as follows:

93 – 100:	**A**
90 – 92.9:	**A-**
87 – 89.9:	**B+**
83 – 86.9:	**B**
80 – 82.9:	**B-**
77 – 79.9:	**C+**
73 – 76.9:	**C**
70 – 72.9:	**C-**
67 – 69.9:	**D+**
60 – 66.9:	**D**
Below 60:	**E**

Communicating with Dr. Potter and expected response times

The following list provides a sense of Dr. Potter's intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and assignment feedback.** For large weekly assignments you can expect feedback within 14 days. This will come in the form of grades and comments provided directly on the assignment submission in CarmenCanvas.
- **Email.** Dr. Potter will typically reply within 48 hours. It is recommended that you send email from your OSU account and have the subject line read 'Comm 3440 student question.'
- **CarmenCanvas communication tools.** You should not use CarmenCanvas mail or CarmenCanvas assignment submission comments as ways of contacting Dr. Potter.

University Policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: http://advising.osu.edu/welcome.shtml

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Interim Ohio State Title IX Coordinator, Melissa Mayhan: titleIX@osu.edu or 614- 247-5838.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or other short-term closing

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Updates will be sent via CarmenCanvas.

Mental Health

Students may experience a range of mental health issues over the course of a term that can cause barriers to learning. These can include strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or a lack of

motivation. This may lead to diminished academic performance or even reduce your ability to participate in daily activities unrelated to class.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is experiencing mental health issues, you can learn more about the broad range of confidential services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) or calling 614-292-5766.

CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself, need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445).

Academic Integrity Policy

Policies for this course:

- **Code of Student Conduct:** Students are expected to understand and abide by The Ohio State University Code of Student Conduct.
- **Written assignments**: All written assignments, communications, and posts should be the student's original work. Formal assignments should follow **APA** style to cite the ideas and words of research sources. Students are encouraged to ask a trusted person to proofread their assignments before turning them in – but only the submitting student should revise or rewrite the work.
- **Reusing past work**: In general, students are prohibited in university courses from turning in work from a past class to a current class, even if the work is modified. Students who want to build on past research or revisit a topic explored in previous courses should first discuss the situation with Dr. Potter in office hours.
- **Falsifying research or results**: All work in this course is intended to be a learning experience; students should never feel tempted to make data or results look more successful than they were.
- **Use of Generative AI**: Except for spelling and grammar checkers, students may not use Chat-GPT or other forms of generative AI-software to prepare their assignments.

Procedures for Suspected Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations.

Dr. Potter is required to report suspected cases of academic misconduct to COAM. It is COAM's responsibility to assess whether plagiarism occurred.

Plagiarism as defined by the university's code of conduct is, "the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas; submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement." Here is a good resource on plagiarism from the OSU Writing Center.

You are encouraged to plan enough time to prepare your assignment submissions so that any questions you have about possible academic misconduct can be brought to the

instructors before the submission deadline.

Accessibility accommodations

Students with physical or mental conditions (chronic or temporary) that may impair learning should contact the Office of Student Life SLDS office in 098 Baker Hall.
Find a list of SLDS services here.

Students certified for accommodations by SLDS should inform Dr. Potter of their needs as soon as possible.

An environment free from harassment and discrimination

The Ohio State University and Dr. Potter are committed to building and maintaining a community to reflect diversity and to improve opportunities for all. Students have the right to be free from harassment, discrimination, and sexual misconduct.

To report such behavior and/or to seek confidential and non-confidential resources and support, contact the Office of Institutional Equity.

Tentative nature of this syllabus. Events that transpire over the semester may require the modification of this syllabus and/or schedule. Modifications will be announced via CarmenCanvas. It is the student's responsibility to remain up to date on modifications and be aware of current policies, deadlines, etc.

By staying enrolled in this class, the student agrees to abide by the policies described in the syllabus.

Tentative schedule

DEFINING "MEDIA PSYCHOLOGY" (Week 1 & Week 2)

WEEK 1 (Aug 20-25) **Defining Terms:** ***Social Science* and *Media Psychology***	
READINGS for Tuesday	• Sparks, G. (2013). A scientific approach to the study of media effects. *Media Effects Research: A Basic Overview.* Boston: Wadsworth. • Valkenburg, P. M. & Piotrowski, J. T. (2017). Themes and theoretical perspectives. *Plugged In: How Media Attract and Affect Youth*. New Haven: Yale University Press.
LECTURES	Live on Tuesday: • Course Overview • Social Science as a Way of Knowing Online: • A Brief History of Media Psychology • Personalized Media Effects • Characteristics of Social Science
ASSIGNMENT Due 11:59 pm Aug 25	• 5M Activity #1: Media Diary: Your current definition of *media*

WEEK 2 (Aug 26-Sept 1) **Defining Terms:** ***Media***	
READING for Tuesday	• Lang (2014). Dynamic human-centered communication systems theory. *The Information Society 30* (1) 60-70.
LECTURES	Live on Tuesday: • Conceptual and Operational Definitions • What is Media Online: • How to find a specific journal article • How to read a journal article • Intro to media psychology research methods
ASSIGNMENT Due 11:59 pm Sept 1	• Checkpoint #1: Identifying a Media Effect

UNDERSTANDING MEDIA EFFECTS (Week 3 – Week 7)

<table>
<tr><td colspan="2">WEEK 3 (Sept 2-8)

Finding Scientific Answers</td></tr>
<tr><td>READING for Tuesday</td><td>Read <u>ONE</u> of the following, ideally based on your media effect in Checkpoint #2:

Videogames:

Pirrone, D., van den Eijnden, R. J. J. M., & Peeters, M. (2023). Why We Can’t Stop: The Impact of Rewarding Elements in Videogames on Adolescents’ Problematic Gaming Behavior. Media Psychology, 27(3), 379–400.

Social Media:

Noon, E. J., Maes, C., Karsay, K., & Vandenbosch, L. (2023). Making the Good Better? Investigating the Long-Term Associations Between Capitalization on Social Media and Adolescents’ Life Satisfaction. Media Psychology, 27(2), 161–185.

Music:

Gim, H., Gahler, H., Harwood, J., & Paolini, S. (2022). Seeking Others’ Sounds: Predictors of Voluntary Exposure to Outgroup Music. Media Psychology, 26(1), 54–71.

TV/Movies/Video:

Lindell, J., Jakobsson, P., & Stiernstedt, F. (2024). Does it Make a Difference?: Television’s Misrepresentation of the Working-Class as Cultivation Effects. Journal of Broadcasting & Electronic Media, 68(3), 445–464.

Technology:

Molina, M. D., & Sundar, S. S. (2024). Does distrust in humans predict greater trust in AI? Role of individual differences in user responses to content moderation. New Media & Society, 26(6), 3638-3656</td></tr>
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	Marketing/Advertising/Public Relations: Luo, B., Sun, Y., Shen, J., & Xia, L. (2020). How does green advertising skepticism on social media affect consumer intention to purchase green products? *Journal of Consumer Behaviour, 19*(4), 371–381.
LECTURES	Live on Tuesday: • Recaps of your media readings • Searching for original peer-reviewed research Online: • The peer-review process as an indicator of quality • Tools for working smarter, not harder on literature reviews
ASSIGNMENT Due 11:59 pm Sept 8	• Checkpoint #2—List of references

WEEK 4 (Sept 9-15) **Survey Methods:** **Cultivation Theory and Social Perceptions of Reality**	
READING for Tuesday	• *Scientific Methods in Media Effects Research*, p. 25-35 only
LECTURES	Live on Tuesday: • Survey Research Methods Online: • Examples of current survey work in Media Psychology
READING for Assignments	• Segrin, C. & Nabi, R. L. (2002). Does television viewing cultivate unrealistic expectations about marriage? *Journal of Communication*, *52*(2), 247-263.
ASSIGNMENTS Due 11:59 pm Sept 15	• 5M Activity #2: Understanding Survey Methods • Quiz 1

WEEK 5 (Sept 16-22) **Experimental Methods:** **Media Exposure and Behaviors**	
READINGS for Tuesday	• *Scientific Methods in Media Effects Research*, p. 35-41 only • Saleem, M., Anderson, C. A., & Gentile, D. A. (2012). Effects of prosocial, neutral, and violent video games on children's helpful and hurtful behaviors. *Aggressive Behavior*, *38*, 281-287.
LECTURES	Live on Tuesday: • Experimental Research Methods • Review of Quiz 1 Online: • Examples of current experimental research in Media Psychology
ASSIGNMENT Due 11:59 pm Sunday Sept 22	• Research Synthesis #1: Gathering Evidence of Media Effects

WEEK 6 (Sept 23-29) **Biometric Measures as Dependent Variables**	
READING for Tuesday	• Bolls, P. D., Weber, R., Lang, A., & Potter, R. F. (2020). Media psychophysiology and neuroscience: Bringing brain science into media processes and effects research. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.) *Media effects* (pp. 195-210). Routledge
LECTURES	Live on Tuesday: • Intro to Biometric Measures Online: • Intro to Biometric Measures (cont.)
READING for Assignments	• Rodero, E., & Potter, R. F. (2021). Do not sound like an announcer. The emphasis strategy in commercials. *Psychology & Marketing, 38, 1417-1425.* https://doi.org/10.1002/mar.21525
ASSIGNMENT Due 11:59 pm Sunday Sept 29	• 5M Activity #3: Understanding Experimental & Biometric Methods

WEEK 7 (Sept 30-Oct 6) **Exam 1**	
READING for Tuesday	• Study Guide
LECTURES	Live on Tuesday: • Exam Review Online: • None
ASSIGNMENTS Due 11:59 pm Sunday Oct 6	• Exam 1 • Checkpoint #3: Mid-semester Course Feedback

CONTEXTUALIZING MEDIA EFFECTS (Week 8 – Week 11)

WEEK 8 (Oct 7-13) **Emotional Mediators:** **Inspirational Video and Altruistic Behavior**	
READINGS for Tuesday	• *Mediation, Moderation, and Conditional Process Analysis*, pps. 3-8 • Tsay- Vogel, M. & Krakowiak, K. M. (2016). Inspirational reality TV: The prosocial effects of lifestyle transforming reality programs on elevation and altruism. *Journal of Broadcasting and Electronic Media*, *60*(4), 567-586.
LECTURES	Live on Tuesday: • Introduction to Mediation Hypotheses • The Tenets of Emotional Contagion Theory Online: • Examples of current emotional contagion research
READING for online lecture and assignment	• Han, J., Cores-Sarria, L., & Zhou H. (2024). In-person, video conference, or audio conference? Examining individual and dyadic information processing as a function of communication system. *Journal of Communication (74)* 2, 117-129.
ASSIGNMENT Due 11:59 pm Sunday Oct 13	• Quiz 2

WEEK 9 (Oct 14-20) **Cognitive Mediators:** **Stereotypical Depictions & Prejudice**	
READING for Tuesday	• Dillman Carpentier, F. (2017). Priming. In P. Rossler, C.A. Hoffner, and L. van Zoonen (Eds.), *The International encyclopedia of media effects* (pp. 1595-1607). John Wiley & Sons, Inc. DOI: 10.1002/9781118783764.wbieme0050.
LECTURES	Live on Tuesday: • The Tenets of Priming Theory
READINGS for Assignments	• Saleem, M., Prot, S., Anderson, C. A., & Lemieux, A. F. (2017). Exposure to Muslims in media and support for policies harming Muslims. *Communication Research*, *44*(6), 841-869.
ASSIGNMENTS Due 11:59 pm Sunday Oct 20	• 5M Activity #4: Understanding Multiple Methods and Mediators

WEEK 10 (Oct 21-27) **The Dual Influence of Cognition and Emotion: Intergroup Contact in Online Video Games**	
READINGS for Tuesday	• Adachi, P. J. C., Hodson, G., Willoughby, T., Black, C., & Ha, A. (2016). From outgroups to allied forces: Effects of intergroup cooperation in violent and nonviolent video games on boosting favorable outgroup attitudes. *Journal of Experimental Psychology: General*, *145*(3), 259-265.
LECTURES	Live on Tuesday: • Intergroup Contact Theory • Review of Adachi et al. Online: • Introducing Checkpoint #4
ASSIGNMENTS Due 11:59 pm Sunday Oct 27	• Checkpoint #4: Identifying a Mediator Variable

WEEK 11 (Oct 28-Nov 3) **The Importance of Moderator Variables**	
READINGS for Tuesday	• *Mediation, Moderation, and Conditional Process Analysis*, pps. 8-18
LECTURES	Live on Tuesday: • The Basics of Moderator Variables • Interpreting the Results of Moderation Analyses Online: • Examples of current moderation research in media psychology • Introducing 5M Activity 5
READINGS for Assignments	• Kleemans, M., Daalmans, S., Carbaat, I., & Anschutz, A. (2018). Picture perfect: The direct effect of manipulated Instagram photos on body image in adolescent girls. *Media Psychology*, *21*(1), 93-110.
ASSIGNMENTS Due 11:59 pm Sunday Nov 3	• 5M Activity #5: Understanding Moderators • Quiz 3

WEEK 12 (Nov 4-10) **When Scholars Disagree I:** **Meta-Analyses of Social Media Effects**	
READINGS for Tuesday	• Huang, C. (2017). Time spent on social network sites and psychological well-being: A meta-analysis. *Cyberpsychology, Behavior, and Social Networking*, *20*(6), 346-354.
LECTURES	No Live Meeting Tuesday to Allow for Election Participation Online: • Review of Quiz 3 • The Basics of Meta-Analysis • Review of Huang (2017) • Introducing Checkpoint 5
ASSIGNMENTS Due 11:59 pm Sunday Nov 10	• Checkpoint #5: Identifying a Moderator Variable

WEEK 13 (Nov 11-17) **When Scholars Disagree II:** **Meta-Analyses of Effects of Violent Media**	
READINGS for Tuesday	• Rains, S. A., Levine, T. R., & Weber, R. (2018). Sixty years of quantitative communication research summarized: lessons from 149 meta-analyses. *Annals of the International Communication Association*, *42*(2), 105–124.
LECTURES	All lectures asynchronous this week: • Conclusions of Meta-Analyses in Media Psychology • An introduction to Research Synthesis #2 Assignment • Introducing 5M Activity 6
READINGS for Assignments	• Greitemeyer, T. & Mügge, D. O. (2014). Video games do affect social outcomes: A meta-analytic review of the effects of violent and prosocial video game play. *Personality and Social Psychology Bulletin*, *40*(5),578-589.
ASSIGNMENTS Due 11:59 pm Sunday Nov 17	• 5M Activity #6: Understanding Meta-Analyses

COMMUNICATING ABOUT MEDIA EFFECTS (Week 14 - Week 16)

WEEK 14 (Nov 18-24) **Constructively Communicating Media Effects Research**	
READINGS for Tuesday	• Guernsey, L. G. (2017). Don't take away your teen's phone: Smartphones are linked to problems, but they haven't "destroyed a generation." *Slate*. Retrieved from: http://www.slate.com/articles/technology/future_tense/2017/08/smartphones_hav en_t_destroyed_a_generation.html • Lillard, A. S., & Peterson, J. (2011). The immediate impact of different types of television on young children's executive function. *Pediatrics*, *128*(4), 644-649. • French, N. (2011). Will SpongeBob make you gay? No, but he might make you stupid. *National Review.* Retrieved from: https://www.nationalreview.com/the-home- front/will-spongebob-make-you-gay-no-he-might-make-you-stupid-nancy-french/ • Jabr, F. (2011). SpongeBob drains attention, but doesn't harm brains. *New Scientist.* Retrieved from: https://www.newscientist.com/article/dn20914-spongebob-drains- attention-but-doesnt-harm-brains/ • Reilly, G. (2011). It's official: SpongeBob SquarePants is making our children stupid. *Business Insider.* Retrieved from: https://www.businessinsider.com/its-official- spongebob-squarepants-is-making-our-children-stupid-2011-9
LECTURES	Live on Tuesday: • Discussion of readings • Answering questions about Synthesis #2 assignment Online: • Dr. Potter available for consultation about Synthesis #2 by appointment
ASSIGNMENTS Due 11:59 pm Sunday Nov 24	• Quiz 4 • Research Synthesis #2

WEEK 15 (Nov 25-Dec 1) **Thanksgiving Break**

WEEK 16 (Dec 2-8) **Exam 2**	
READINGS for Tuesday	• Study Guide
LECTURES	Tuesday: Live but on ZOOM. Not on campus. Link sent Tuesday morning • Review for Exam 2 Online: • None
ASSIGNMENTS Due 11:59 pm Sunday Dec 8	• Exam 2

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