**Communication 463**

**Seminar in Mass Media Effects**

Tuesdays & Thursdays: 5:00-6:15 p.m.

Fell 280

Instructor: K. Megan Hopper, Ph.D.

Office: 454 Fell Hall

Office Hours: T/R 3:30-4:30 p.m.

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**Overview:**

This course will provide students with a broad introduction to theory and research on mass communication and human cognition, emotion, and behavior. The seminar will (1) introduce students to some of the major theoretical approaches to research on the social psychological effects of mass media on the individual, and (2) expose students to current research that applies these theoretical approaches. Throughout the course of the semester, students in this course will encounter topics that have received a great deal of attention in the literature on mass communication uses and effects.

**Required Text:**

Bryant, J., & Oliver, M. B. (Eds). (2009). *Media Effects: Advances in Theory and Research* (3rd Ed.). New York: Routledge.

Various weekly readings to be made electronically available on ReggieNet.

**Assignments:**

**1 – Discussion leader** – Each student will select a class period to lead discussion with an overview of the readings, including questions and problems. The presentation should include an assessment of the major strengths and weaknesses of the theories, methods, and findings presented in the articles.

**Article selection and presentation –** In addition to leading discussion on your assigned day,

you will be asked to find a recent (i.e., published within the last 3 years) research article that fits into the topic of the day and will be responsible for presenting the article to the class and leading discussion on it. You must make the article available for your fellow classmates at least one week in advance of your presentation.

**2 – Exam** – one essay exam will be given midway through the semester. The goal is to review and reflect on the broad issues of the course. Open book and notes.

**3 – Final project** – In groups of 3-4, you will produce a plan for a series of media literacy lessons for students in K-12 and/or undergraduate college students about one of the media effects topics that we examine in class (e.g., violence, body image, sexuality, stereotyping, etc.) as well as design a research study that would assess the outcome of those media literacy lessons. Each group will need to produce a 15-20-page paper that details your lesson plans, as well as relevant scholarly research in the effects area you are focusing on and media literacy. More detailed instructions on this project will be discussed in class and made available on ReggieNet. By **Oct. 10**, you will need to decide what your group plans to focus on for the final project, and you will discuss ideas for your plan with the rest of the class.

**4 – Research presentation**–During the last week of class, each group will present their media literacy research project to the class. The purpose of this presentation is to receive feedback on your ideas from other students and me as well as to perfect your professional presentation skills. Length: Approximately 10 minutes.

**Grading:**

|  |  |
| --- | --- |
| Discussion leadership and overall participation | 100 points |
| Exam | 50 points |
| Research project | 200 points |
| Research presentation | 50 points |

TOTAL 400 points

**Expectations:**

1. Come to class. I understand that emergencies arise, but you need to try to let me know ahead of time of any possible absences.
2. Engage the readings, and give thought to the prepared discussion questions prior to each class.
3. Take part in seminar discussions. This class is not a lecture, and can only work well if you are pro-active in the classroom.

**Academic Dishonesty**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences, that range from probation to expulsion. If you are unsure about plagiarism, paraphrasing, quotes or collaborations, ask me. Plagiarism will result in a zero grade for the assignment, and you will be reported to the Office of the Provost.

**Americans with Disabilities Act (ADA)**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**Course Schedule:**

**WEEK 1**

**T, Aug. 20 Course Introduction**

* Course Syllabus

**R, Aug. 22 What is media literacy?**

* Media Literacy: A Definition (posted under Resources on ReggieNet)
* Case study: APA Task Force on the Sexualization of Popular Music popular music media literacy plan

**WEEK 2**

**T, Aug. 27 Constructing an argument & writing an academic paper**

* Guidelines for reading, summarizing, & critiquing empirical articles (posted under Resources on ReggieNet)
* Writing a research paper (posted under Resources on ReggieNet)
* **SELECT DISCUSSION LEADERSHIP DATE**

**R, Aug. 29 Understanding media effects**

* Bryant & Thompson (2002)
* McLeod et al. (1986)
* Bryant & Miron (2004)

**WEEK 3**

**T, Sep. 3**  **The audience & individual differences**

**Theories: uses & gratifications**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 8 of textbook

**R, Sep. 5**  **The audience & individual differences**

**Theories: selective exposure; third-person effect**

* Chaps. 12 & 23 of textbook
* Vidmar & Rokeach (1974)

**WEEK 4**

**T, Sep. 10 Information processing models**

**Theories: limited capacity model**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Lang (2000)
* Bright et al. (2015)

**R, Sep. 12 Information processing models**

**Theories: elaboration likelihood model**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 7 of textbook

**WEEK 5**

**T, Sep. 17** **Cultivation and its descendants**

**Theories: cultivation theory**

* Chap. 3 of textbook
* Shanahan & Morgan (1999)
* Potter (2014)

**R, Sep. 19 Cultivation and its descendants**

**Theories: cultivation theory**

* Chap. 4 of textbook
* Morgan et al. (2015)

**WEEK 6**

**T, Sep. 24 Media priming**

**Theories: priming**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 5 of textbook
* Dixon & Azocar (2007)

**R, Sep. 26 Media priming**

**Theories: priming**

* Aubrey et al. (2011)

**WEEK 7**

**T, Oct. 1 Group Meetings with Me (FINAL PROJECT DISCUSSION)**

**R, Oct. 3** **NO CLASS - GROUP WORK DAY**

**WEEK 8**

**T, Oct. 8 Agenda setting & framing**

**Theories: agenda setting; framing**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 1 & 2 of textbook
* Scheufele & Tewksbury (2007)

**R, Oct. 10 FINAL PROJECT FOCUS DUE**

**WEEK 9**

**T, Oct. 15 Children and media effects**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 19 of textbook
* Moyer-Guse & Nabi (2011)
* Buijzen (2007)

**R, Oct. 17 Exam**

**WEEK 10**

**T, Oct. 22** **Behavioral media effects and media violence**

**Theories: social cognitive theory**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 6 of textbook
* Glascock (2015)

**R, Oct. 24 Behavioral media effects and media violence**

**Theories: general aggression model**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 13 of textbook
* Carnagey & Anderson (2005)

**WEEK 11**

**T, Oct. 29** **Health campaigns & media**

**Theories: protection motivation theory; health belief model**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Pechmann (2001)
* Paek & Gunther (2007)

**R, Oct. 31 Stereotypes & stereotyping**

**Theories: social identity theory**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 16 of textbook
* Mastro (2003)

**WEEK 12**

**T, Nov. 5 Sex in the media**

**Theories: social comparison; objectification theory**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chap. 15 of textbook
* Eyal & Kunkle (2008)

**R, Nov. 7 Body image & the media**

**Theories: social comparison; objectification theory**

* Chap. 22 of textbook
* Hopper & Aubrey (2013)

**WEEK 13**

**T, Nov. 12 GROUP WORK DAY**

**R, Nov. 14 NO CLASS – NCA CONFERENCE**

**WEEK 14**

**T, Nov. 19 Effects of the Internet & mobile communication**

**Discussion leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Chaps. 26 & 27 of textbook

**R, Nov. 21 GROUP FINAL PROJECT PREPARATIONS**

**WEEK 15**

**Nov. 25-29 NO CLASS – THANKSGIVING BREAK**

**WEEK 16**

**T, Dec. 3 GROUP PRESENTATIONS**

**R, Dec. 5 GROUP PRESENTATIONS**

**WEEK 17 FINAL PAPERS DUE**