EM 593 A1: The Psychology of Emerging Media

Spring 2015 / T&R 2:00-3:30 pm / COM B31

Professor	Dr. Mina Tsay-Vogel 704 Commonwealth Avenue, Room 301A Phone: (617)358-5860 Email: minatv@bu.edu Office hours: Tues/Thurs (9:30 am-12:30 pm)
Course Overview	EM 593 examines the psychological aspects of emerging media. Theories and empirical research from communication, psychology, consumer behavior, and human-computer studies will be used to explore:

- Psychological responses to new media technologies;
- Uses and effects of technological features, such as interactivity, navigability, and modality, on users' thoughts, emotions, and behaviors;
- Nature and dynamic of interpersonal and group interaction when mediated by new media technologies;
- Issues of source, self, and privacy altered by new media;
- Broad social-psychological consequences of new media, such as dependency and addiction.

Course Goals	The goal of EM 593 is to investigate, through readings, discussion, and empirical exploration, theoretical and practical implications of research for interface design, psychological processing of mediated form and content, human-computer interaction, and Internet-based mass, group, and interpersonal communication.
Required Text	Assigned articles are available on Blackboard (learn.bu.edu).
Policies	
Attendance	Attendance is mandatory for the class is based on active discussions of emerging media theories and their application. Your attendance in class is imperative to successfully mastering the various topics we will cover. You are expected to come to class on time and participate fully so you can benefit as much as possible from the course. Note that all materials presented in class complement and are additive to the articles; they do not serve as a substitute for the assigned readings and vice versa. Please do not email the professor explaining reasons for your absence(s). If you are absent from class, it is your responsibility to obtain notes from a classmate on the material missed. Please do not ask or expect the professor to repeat materials covered in class because you were not there.
Classroom Civility	I expect that we build a sense of classroom community and an atmosphere that is comfortable for everyone. It is important that we enjoy class and each other as we learn. In the classroom, it is integral that we:

- Display respect for all members of the classroom community, including students and the professor.
- Pay attention to and participate in all class sessions and activities.
- Avoid unnecessary disruptions during class time for ringing cell phones, text messages, personal use of laptop/tablets, private conversations, newspapers, and work in other classes.
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

This is not an exhaustive list of behaviors; rather, they represent the minimal sort of behaviors that help make the classroom a pleasant and safe learning environment.

Late/Missed Work   There will be no extensions for any of the assignments unless there is a verifiable emergency and the professor is informed prior to when the assignment is due. Other course work does not constitute as an emergency. Late assignments will not be accepted. It is your responsibility to turn in all assignments on time as indicated in the schedule on the syllabus.

Laptop Use   During class time, you will be allowed to use a personal laptop only to take notes. You are prohibited to use the laptop during class time for personal reasons, such as email, web browsing, Facebook, Twitter, etc. Such activities are a severe distraction for not only the professor, but also your peers. Engaging in personal activities online will lead you to be immediately dismissed from class.

Email   Please check your BU email regularly for class updates and announcements. I will do my best to answer any email within a reasonable period of time (e.g., 24-36 hours). It is required that you treat email as professional correspondence (e.g., include your name, course title, salutations, appropriate subject lines, etc.). Email that is treated as casual correspondence (e.g., filled with typos, lacking identification of sender, using an abrupt and unprofessional tone, etc.) is unacceptable.

Recommendation Letters   Due to the high volume of recommendation letters requested, the professor will consider writing a letter of recommendation or serve as a reference if your final course grade is an A. When requesting a letter of recommendation, you must notify the professor and send your most updated résumé and description of the position to which you are applying at least four weeks prior to the deadline.

Group Work   Each student involved in group work is responsible for all work turned in by the group. If a student knows or has evidence of academic misconduct within a group, the student should address it with his or her group or professor prior to submitting the assignment.

Audio Taping   Please note that classroom proceedings for this course might be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations or student course review. Note also that recording devices are prohibited in the classroom except with the instructor's permission.

Plagiarism   Academic dishonesty of any kind will not be tolerated. Any kind of academic misconduct (cheating, plagiarism, etc.) will result in the filing of academic misconduct charges. Any suspicious act/material/ etc. will be investigated to the fullest extent possible and those found guilty will be punished accordingly. Be sure to read and comply with Boston University's universal academic conduct code. It is available at: http://www.bu.edu/academics.

Requirements   Your final course grade is based on the assignments below:

	Percent
Class Participation	10
Emerging Media Examples	20
Exams	40
Psychology of Emerging Media Project	30
Total	100

Final Grades

Please note that the grade scale for this course may look different from scales for other courses you have taken.

Grade | Percent
A | 94-100
A- | 90-93
B+ | 87-89
B | 84-86
B- | 80-83
C+ | 77-79
C | 74-76
C- | 70-73
D | 60-69
F | Below 60

Descriptions of Requirements

Evaluations for the course will be based on your performance in the following areas:

Class Participation (10%)

You are expected to arrive in class having completed the readings assigned for that class day. Readings are critical to understanding and fully engaging in discussions of pertinent concepts and issues. Active participation from each class member is essential to the success of this course and will account for 10 percent of your course grade. Consequently, everyone should be prepared with questions, comments, and examples of the topic under consideration. Similarly, every class member should be prepared to answer questions that the professor and other students may pose. Certainly your own experiences and your opinions matter in this class. However, extensive contributions that reflect nothing but your opinion (i.e., do not reflect any reading or effort at applying the readings to personal opinions) will not contribute substantively to our understanding of the topic. During discussions, please be aware that your participation is just as important, valid, and necessary as everyone else's.

Emerging Media Examples (20%)

This assignment requires you to locate two examples of emerging media throughout the semester that illustrate theories and concepts under consideration for the respective class day. You will formally provide a 3-page (Times New Roman, double-spaced) written explanation for how each example is relevant to the topic (each example accounts for 10% of your course grade). These emerging media examples should be turned in on the days in which the topic(s) to which they pertain are covered. For instance, on the day that we discuss "Navigability," you may provide a 3-page written explanation of how a new mobile phone app contains certain navigability features that would elicit specific cognitive and behavioral effects based on extant research (e.g., assigned articles) on navigability. Please keep in mind that this is only an example. This assignment will be evaluated both in terms of how relevant the example is to the concepts and theories covered in the course, as well as in terms of the accuracy, creativity, completeness, and clarity of the written explanation.

Exams (40%)

Two exams (each accounting for 20% of your course grade) will assess your understanding of the psychological effects of emerging media, research findings, and application of theories to actual and hypothetical new media situations. Questions on the exam will be taken from the readings, class discussions, and emerging media examples provided in class and will be open-ended.

Psychology of Emerging Media Project (30%)

For your class project, you and a classmate will facilitate original empirical explorations pertaining to the psychology of emerging media. You will identify at least two variables related to technological elements or what we call interface cues that appear in new media. You will then propose a study to theoretically investigate how these technological elements influence and shape psychological effects among

their users. One example could be a study that examines the effects of the number of friends shown on a Facebook profile and nature of wall posts on users' perceptions (i.e. popularity, self-confidence, etc.). There is a limitless list of technological elements that exist in emerging media that you may study and propose causal effects, however please keep in mind that your proposed effects need to be theoretically supported and grounded. In other words, you need to support the links between these technological elements and their specific psychological effects using theories.

This class project entails both written and oral components. The written component consists of a research proposal that examines the psychological effects of the technological elements you have chosen to study. The oral component requires that you give a presentation of your Psychology of Emerging Media Project on the last day of class. Your course project will be evaluated on its theoretical and methodological rigor, quality, and ability to improve future scholarship in understanding the psychological effects of emerging media. Details of this project are located on Blackboard under the "*Psychology of Emerging Media Project*" tab.

About Professor

Dr. Tsay-Vogel (aka Dr. TV) holds a Ph.D. in Mass Communications at the Pennsylvania State University and a B.A. High Honors in Communication Studies at the University of Michigan. Her research focuses on the psychological and social effects of mass media and has been published in journals such as, *Human Communication Research*, *Journal of Media Psychology*, *Communication Monographs*, *Mass Communication & Society*, and *The Psychology of Popular Media Culture*, among others. Her teaching interests include communication theory, research methods, and data analysis. Recognized for excellence in teaching, she was a recipient of AEJMC's 2010 Promising Professor Award and was featured in NerdScholar's 2014 inaugural *40 Under 40: Professors Who Inspire*. Her industry experiences consist of writing, producing, and editing image promotions for broadcasting companies, such as Hearst Argyle, Inc., The Walt Disney Company, and Viacom. Blending both personal and professional pursuits, she aspires to be a future contestant on CBS's *Survivor* and with her husband on *The Amazing Race*.

Schedule

Note: The professor reserves the right to alter the syllabus during the semester depending on the needs of the class.

Week	Date	Agenda	Articles
1	(T) 1/20	Introduction and Overview of Course	
	(R) 1/22	What is New and Emerging Media?	Walther, J. B., Gay, G., & Hancock, J. T. (2005). How do communication and technology researchers study the Internet? *Journal of Communication, 55*, 632-657.
2	(T) 1/27	Uses and Gratifications	Valacich, J. S., Parboteeah, D. V., & Wells, J. D. (2007). The online consumer's hierarchy of needs. *Communications of the ACM, 50*(9), 84-90. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication, 12*, 1143-1168.

Week	Date	Agenda	Articles
2	(R) 1/29	(cont.)	Chen, G. M. (2011). Tweet this: A uses and gratifications perspective on how active Twitter use gratifies a need to connect with others. *Computers in Human Behavior, 27*, 755-762. Frandsen-Thorlacius, O., Hornbæk, K., Hertzum, M., & Clemmensen, T. (2009). Nonuniversal usability? A survey of how usability is understood by Chinese and Danish users. *Proceedings of the 27th International Conference on Human Factors in Computing Systems (ACM SIGCHI)*. Boston, MA, 41-50.
3	(T) 2/3	Perceptions of Others	Debatin, B., Lovejoy, J. P., Horn, A. K., & Hughes, B. N. (2009). Facebook and online privacy: Attitudes, behaviors, and unintended consequences. *Journal of Computer-Mediated Communication, 15*(1), 83-108. Katz, J. E., & Sugiyama, S. (2006). Mobile phones as fashion statements: Evidence from student surveys in the U.S. and Japan. *New Media & Society, 8*, 321-337.
	(R) 2/5	Dependency	Chak, K., & Leung, L. (2004). Shyness and locus of control as predictors of Internet addiction and Internet use. *CyberPsychology & Behavior, 7,* 559-570. Wan, C. S., & Chiou, W. B. (2007). The motivations of adolescents who are addicted to online games: A cognitive perspective. *Adolescence, 42*(165), 179-197.
4	(T) 2/10	Social Learning	Reeves, B., Cummings, J. J., Scarborough, J. K., & Yeykelis, L. (2015). Increasing energy efficiency with entertainment media: An experimental and field test of the influence of a social game on performance of energy behaviors. *Environment & Behavior, 47*(1), 102-115. Badurdeen, S., Abdul-Samad, O., Story, G., Wilson, C., Downs, S., & Harris, A. (2010). Nintendo Wii video-gaming ability predicts laparoscopic skill. *Surgical Endoscopy, 24*, 1824-1828.
	(R) 2/12	Morality	Hartmann, T., & Vorderer, P. (2010). It's okay to shoot a character: Moral disengagement in violent video games. *Journal of Communicatio*n*, 60*(1), 94-119. Hartmann, T., Krakowiak, K. M., & Tsay-Vogel, M. (2014). How violent video games communicate violence: A literature review and content analysis of moral disengagement factors. *Communication Monographs, 81*(3), 310-332.
5	(T) 2/17	**No Class** Monday Schedule	
	(R) 2/19	Social Responses and Presence	Nass, C., & Moon, Y. (2000). Machines and mindlessness: Social responses to computers. *Journal of Social Issues, 56*(1), 81-103. Sundar, S. S. (2004). Loyalty to computer terminals: Is it anthropomorphism or consistency? *Behaviour & Information Technology, 23*(2), 107-118.

Week	Date	Agenda	Articles
6	(T) 2/24	(cont.)	Ivory, J. D., & Kalyanaraman, S. (2007). The effects of technological advancement and violent content in video games on players' feelings of presence, involvement, physiological arousal, and aggression. *Journal of Communication, 57*(3), 532-555. Robert, L. P., & Dennis, A. R. (2005). Paradox of richness: A cognitive model of media choice. *IEEE Transactions on Professional Communication, 48*(1), 10-21.
	(R) 2/26	Cognition	Peña, J., Hancock, J. T., & Merola, N. A. (2009). The priming effects of avatars in virtual settings. *Communication Research, 36*, 838-856. Lee, M., & Faber, R. J. (2007). Effects of product placement in on-line games on brand memory. *Journal of Advertising, 36*(4), 75-90.
7	(T) 3/3	Review for Exam 1/ Team Work Day	
	(R) 3/5	**Exam 1**	
8	(T) 3/10	**No Class** Spring Recess	
	(R) 3/12	**No Class** Spring Recess	
9	(T) 3/17	Arousal	Sundar, S. S., & Wagner, C. B. (2002). The world wide wait: Exploring physiological and behavioral effects of download speed. *Media Psychology, 4*, 173-206. Yeykelis, L., Cummings, J. J., & Reeves, B. (2014). Multitasking on a computer: Arousal and the frequency, anticipation, and prediction of task-switching. *Journal of Communication, 64*(1), 167-192.
	(R) 3/19	Social Networking	Bargh, J. A., & McKenna, K. Y. A. (2004). The Internet and social life. *Annual Review of Psychology, 55*, 573-590. Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal and hyperpersonal interaction. *Communication Research, 23*(1), 3-43.
10	(T) 3/24	(cont.)	Walther, J. B., Van Der Heide, B., Kim, S. Y., Westerman, D., & Tong, S. T. (2008). The role of friends' appearance and behavior and evaluations of individuals on Facebook: Are we known by the company we keep? *Human Communication Research, 34*(1), 28-49.
	(R) 3/26	Personalization and Customization	Chellappa, R. K., & Sin, R. G. (2005). Personalization versus privacy: An empirical examination of the online consumer's dilemma. *Information Technology and Management, 6*, 181-202. Kalyanaraman, S., & Sundar, S. S. (2006). The psychological appeal of personalized content in web portals: Does customization affect attitudes and behavior? *Journal of Communication, 56*(1), 110-132.
11	(T) 3/31	Work Day (Self-Presentation Exercise)	

Week	Date	Agenda	Articles
11	(R) 4/2	Disclosure and Self-Presentation	Suler, J. (2004). The online disinhibition effect. *CyberPsychology & Behavior, 7*(3)*,* 321-326. Liu, X., & Fahmy, S. (2011). Exploring the spiral of silence in the virtual world: Individuals' willingness to express personal opinions in online versus offline settings. *Journal of Media and Communication Studies, 3*(2), 45-57.
12	(T) 4/7	Navigability	Lynch, J. G., Jr., & Ariely, D. A. (2000). Wine online: Search costs affect competition on price, quality, and distribution. *Marketing Science, 19*(1), 83-103. Sundar, S. S., Knobloch-Westerwick, S., & Hastall, M. R. (2007). News cues: Information scent and cognitive heuristics. *Journal of the American Society for Information Science and Technology, 58*(3), 366-378.
	(R) 4/9	Modality	Sundar, S. S. (2000). Multimedia effects on processing and perception of online news: A study of picture, audio, and video downloads. *Journalism & Mass Communication Quarterly, 77*(3), 480-499. Jin, S. A. (2009). Modality effects in Second Life: The mediating role of social presence and the moderating role of product involvement. *CyberPsychology & Behavior, 12*(6), 717-721.
13	(T) 4/14	Interactivity	Sundar, S. S. (2004). Theorizing interactivity's effects. *The Information Society, 20*, 385-389. Stromer-Galley, J. (2004). Interactivity-as-product and interactivity-as-process. *The Information Society, 20*, 391-394.
	(R) 4/16	Source Attribution and Agency	Sundar, S. S., & Nass, C. (2001). Conceptualizing sources in online news. *Journal of Communication, 51*(1), 52-72. Bailenson, J. N., & Yee, N. (2005). Digital chameleons: Automatic assimilation of nonverbal gestures in immersive virtual environments. *Psychological Science, 16*(10), 814-819.
14	(T) 4/21	(cont.)/ Review for Exam 2	Gong, L., & Nass, C. (2007). When a talking-face computer agent is half-human and half-humanoid: Human identity and consistency preference. *Human Communication Research, 33*(2), 163-193.
	(R) 4/23	Team Work Day	
15	(T) 4/28	**Exam 2**	
	(R) 4/30	**Psychology of Emerging Media Project Presentations**	
16	(M) 5/4	**Written Research Proposal to be Submitted Electronically on Blackboard by 5pm**	