

Indiana University
Department of Telecommunications

Syllabus

S451 – Honors Seminar in Media and Society
Topic: Telecommunications Effects: Memory and Attitudes
Section #4455
Fall, 2001

Lectures: TTh 11:15 a.m. - 12:30 p.m. Radio-TV Center 169
Instructor: Dr. Julia Fox
Office: Radio-Television Center 309
Office Hours: TTh 1:30 p.m. - 3 p.m.
Phone: 855-9935 (w); 330-1836 (h)
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Required Texts:

Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*.
HarperCollinsPublishers.

Reeves, B., & Nass, C. (1996). *The Media Equation: How People Treat Computers, Television, and New Media Like Real People and Places*. Cambridge University Press.
Coursepak

Course Description: An important goal for electronic media programmers is for the audience to feel immersed in the mediated environment. This course will explore various components of immersive mediated activities, addressing questions such as: What makes an activity immersive? What are the physiological, psychological and emotional effects of immersive activities? Are those effects the same for real and mediated immersive activities? Are there structural or formal production features common to immersive mediated environments? What is the relationship between media immersion and perceived reality? Do immersive mediated environments fulfill a basic need for fantasy?

Attendance: Students are responsible for all material presented in class. Students must attend class and take part in discussions in order to receive credit for that day's reading commentaries (see assignments). Students must be able to verify the legitimacy of an absence in order to be allowed to makeup any work, including exams. Students must also be able to verify the need for assignment deadline extensions.

Academic and Personal Misconduct: Students are expected to adhere to the university policy on academic and personal misconduct. For information, see the *Code of Student Rights, Responsibilities, and Conduct*, especially Part III: Student Misconduct and Part IV: Student Disciplinary Procedures. <http://campuslife.indiana.edu/code/index1.html>

Exams: There will be a midterm and a final examination. There will be a review session before each exam.

Assignments: Course projects will include a content analysis of immersive mediated environments (e.g. interactive web-based stories and video/computer games), as well as a research project testing memory and/or attitude effects of identified and/or designed immersive mediated stimulus material (e.g. web sites, games, television productions). Students are encouraged to work with partners or in groups for the research project. One grade will be assigned per project.

Reading Commentaries: Students are expected to complete the assigned reading(s) before class, and to submit comments about the reading(s) on a group email list by 9 a.m. on the day that the reading(s) are assigned. Comments should be brief. They may address questions related to the readings, summarize the readings, discuss one or two points that were particularly interesting or provocative, or suggest ways in which the assigned reading(s) could be applied to students' own interests in telecommunications. Students must attend class and take part in discussions in order to receive credit for the reading commentaries. Students are required to submit 15 reading commentaries. Students will receive credit but no grade for the reading commentaries. Each commentary is worth one point. Students can receive credit for only one commentary per class when readings are assigned. Extra credit of one point each will be granted for each additional reading commentary submitted beyond the 15 required (there will be 21 opportunities).

Grading Policy: The final grade for the course will be determined as follows:

<u>Assignment</u>	<u>Percent of Grade</u>
Midterm exam	25%
Final exam	25%
Content analysis	10%
Research proposal	10%
Research project	15%
e-mail commentaries (1% each)	15%
Total	100%

A final total percent below 60 is considered failing, 60-62% is D-, 63-66% is D, 67-69% is D+, 70-72% is C-, 73-76% is C, 77-79% is C+, 80-82% is B-, 83-86% is B, 87-89% is B+, 90-92% is A-, 93-96% is A, and 97% and above is A+.

Extra Credit: Students may earn up to five additional points toward their final grades by completing additional email reading commentaries beyond the 15 required, or through research participation.

Date	Topic	Reading
8/28	Course introduction	Syllabus
8/30	What is “Flow” and why study it?	Flow pp. 1-8
9/4	Psychological characteristics of flow: Consciousness, attention, memory, attitudes, and the autotelic experience	Flow pp. 23-33, 58-59, 62-70
9/6	Conditions and sensations of immersive/flow experiences	Flow pp. 71-77, 106-113
9/11	Can mediated experiences be immersive?	Flow pp. 83, 162-163, 169; coursepak pp. 1-7 and Turkle p. 201; Gerrig p. 3; Biocca & Levy pp. 132-136
9/13	Telepresence in mediated environments	Odegard (In Virtual Reality Casebook) p. 80; Steuer (in Biocca & Levy) pp. 33-56
9/18	Guest Lecturer: Thom Gillespie	
9/20	Structural/formal features of immersive mediated environments	Barbatsis pp. 280-298
9/25	Content analysis: How to do it and why	Wimmer & Dominick pp. 163-177, 183
9/27	Out-of-class assignment: content analysis	None
10/2	Structural/formal features that affect memory and attitudes: Screen and image size	Media = 193-201, pp. 207-208

10/4	Fidelity	Media = pp. 203-210
10/9	Camera angle and framing/point of view	Meyers-Levy & Peracchio pp. 454-461; Orton, Reeves, Leshner, & Nass pp. 1-24
10/11	Scene transitions/pacing	Media= pp. 227-239
10/16	Motion	Media = pp. 219-226
10/18	Synchrony Content Analysis Due	Media = pp. 211-218
10/23	Review for midterm exam	None
10/25	Midterm exam	None
10/30	Perceptions of reality	Shapiro & McDonald pp. 94-114; Gerrig pp. 179-180
11/1	Constructions of reality Research Proposal Due	Gerrig pp. 197-198, 208-209, 212-230
11/6	Constructions of reality	Shapiro & Lang pp. 685-705
11/8	Escapism	Henning & Vorderer pp. 100-120
11/13	Enthrallment and fantasy	Stromber pp. 490-504; Bleich p. 60; Turkle pp. 12-13, 184-185, 200-203, 240-243, 262-265, 268-269; Turkle (in Kiesler) pp. 143-155
11/15	Is an essential copy essential?	Biocca & Levy pp. 7-14
11/20	Video Games: Behind the Fun (video)	None
11/27	Para-social interactions	Media = pp. 3-189
11/29	Research Projects Due - presentations	None
	Course evaluations	None

12/4		
12/6	Final Exam Review	None

Final Exam 12:30 – 2:30 p.m. Tuesday, December 11, 2001

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CoursePak readings:

Alessio, C. (2000, May 30). Audio books are turning new leaf in publishing. Chicago Tribune, section 1, p. 8. Coursepak pp. 8-9.

Barbatsis, G. (1999). Hypermedia telepresence: Sensemaking aesthetics of the newest communication art. Journal of Broadcasting & Electronic Media, 43(2), 280-298. Coursepak pp. 86-95.

Biocca, F., Kim, T., & Levy, M. R. (1995). The vision of virtual reality. In F. Biocca & M. R. Levy (Eds.), *Communication in the age of virtual reality* (pp. 3-14). Coursepak pp. 42-52.

Biocca, F., & Levy, M. R. (1995). Communication applications of virtual reality. In F. Biocca & M. R. Levy (Eds.), *Communication in the age of virtual reality* (pp. 127-158). Coursepak pp. 76-80.

Bleich, D. Utopia: The psychology of a cultural fantasy. Ann Arbor: UMI Research Press. Coursepak pp. 208-210.

Fallows, J. (2001, January). Reading by ear: Heard a good book lately? The Atlantic Monthly, 16-17. Coursepak pp. 6-7.

Gerrir, R. J. (1993). Experiencing narrative worlds: On the psychological activities of reading. New Haven: Yale University Press. Coursepak pp. 24-41.

Henning, B. & Vorderer, P. (2001). Psychological escapism: Predicting the amount of television viewing by need for cognition. Journal of Communication, 51(1), 100-120. Coursepak pp. 179-199.

Meyers-Levy, J., & Peracchio, L. (1992). Getting an angle in advertising: The effect of camera angle on product evaluations. Journal of Marketing Research, 29, 454-461. Coursepak pp. 115-122.

Mirapaul, M. (2001, March 5). Beyond hypertext: Novels with interactive animation. The New York Times, Arts Online p. 13. Coursepak p. 10.

Odegard, O. (1994). To live in virtual polis. In C.E. Loeffler & T. Anderson (Eds.), *The virtual reality casebook* (pp. 78-83). Coursepak pp. 81-85.

Orton, P., Reeves, B., Leshner, G., & Nass, C. (1995, May). Effects of subjective camera angle (POV) and negatively-valenced footage. Paper presented to the Visual Communication Division of the 45th annual conference of International Communication Association, Albuquerque, NM, May, 1995. Coursepak pp. 123-146.

Shapiro, M., & Lang, A. (1991). Making television reality: Unconscious processes in the construction of social reality. Communication Research, 18(5), 685-705. Coursepak pp. 168-178.

Shapiro, M., & McDonald, D. (1992). I'm not a real doctor, but I play one in virtual reality: Implications of virtual reality for judgments about reality. Journal of Communication, 42(4), 94-114. Coursepak pp. 147-167.

Steuer, J. (1995). Defining virtual reality: Dimensions determining telepresence. In F. Biocca & M. R. Levy (Eds.), *Communication in the age of virtual reality* (pp. 33-56). Coursepak pp. 52-75.

Stromberg, P. (2000). The “I” of enthrallment. Ethos, 27(4), 490-504. Coursepak pp. 200-207.

Turkle, S. (1995). Life on the screen: Identity in the age of the internet. New York: Simon & Schuster. Coursepak pp. 13-23.

Turkle, S. (1997). Constructions and reconstructions of self in virtual reality: Playing in the MUDS. In S. Kiesler (Ed.), Culture of the internet (pp. 143-155). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. Coursepak pp. 211-219.

Turner, C. (2001, spring). Chivalry is not dead – it’s gone virtual. Browser, 3(1), 10-11. Coursepak pp. 11-12.

Wimmer, R., & Dominick, J. (1994). Mass media research: An introduction (4th ed.). Belmont, CA: Wadsworth Publishing Company. Coursepak pp. 96-114.