Media Psychology
MMC 6947 (25941)
Online at https://ufl.instructure.com/courses/532035
Mondays 12:50-15:50 in Weimer 1092
Spring 2025

Instructor
Dr. Benjamin Johnson
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Office: Weimer 3210
Office Hours: Tuesdays 14:00-15:00 and Wednesdays 13:00-14:00

Required Text
APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

Reading Requirements
The best predictor of success in this course is how much time you spend reading assigned materials. The course is designed so that discussions and assignments draw from the concepts and practices introduced, explained, and exemplified in the readings. Before each weekly class meeting, you are expected to read multiple journal articles. Readings will be made available on Canvas; you will need to use the university VPN (https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/) to access many of the articles. You will be required to carefully apply the APA style guide in your written assignments.

Course Learning Objectives
Upon completion of this course, students will be able to:
- Identify and explain key topics of interest, theoretical paradigms, and methodological techniques used in the subfield of media psychology.
- Demonstrate an understanding of the state of the media psychology literature, including recent theoretical and empirical developments and trends.
- Differentiate media psychology from other subfields of social science, but also understand the extent of overlap and cross-pollination.
- Apply a media psychological perspective to socially relevant phenomena and new technologies.
- Write, design, and submit original research that employs open practices from psychology's credibility revolution.

Grading Policy
A is ≥93.4%
A- is ≥90% to <93.4%
B+ is ≥86.7% to <90%
B is ≥83.4% to <86.7%
B- is ≥80% to <83.4%
C+ is ≥76.7% to <80%

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C is ≥73.4% to <76.7%
C- is ≥70% to <73.4%
D+ is ≥66.7% to <70%
D is ≥63.4% to <66.7%
D- is ≥60% to <63.4%
E is <60%

More information on grades and grading policies can be found on the UF Grades and Grading Policies webpage (https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/).

Grade Composition

Assignment	Due Date	Percentage Points
Lead Class Discussion #1	As assigned	10
Lead Class Discussion #2	As assigned	10
Lead Class Discussion #3	As assigned	10
Participation	Weekly	20
Milestone: Select Original Article to Replicate	January 17	4
Milestone: Rationale and Lit Review	January 24	4
Milestone: Collect Study Materials	January 31	4
Milestone: Prepare Study Materials	February 7	4
Milestone: IRB and Method	February 14	4
Milestone: Analysis Plan	February 21	4
Milestone: Data Analysis	March 7	4
Milestone: Results	March 14	4
Milestone: Conference Paper	March 28	4
Milestone: Revised Paper	April 11	4
Milestone: Journal-Ready Paper	April 18	10

Note. Assignments are due at noon on the listed day unless noted. In-class assignments happen on Mondays; Individual assignments are due on Fridays.

Schedule
Each week's articles should be read before class. Readings are accessible via Canvas.

Week 1
Introductory Session (Jan. 13)
Ahn, S. J., Johnson, B. K., Krcmar, M., & Reinecke, L. (2024). Growth and gratitude: A note from our outgoing editors. *Media Psychology, 27*(6), 785-787. https://doi.org/10.1080/15213269.2024.2409492
Cingel, D., Ellithorpe, M., Lee-Won, R., & Winter, S. (2025). Strong foundations and forward-thinking in turbulent times: A note from our incoming editors. *Media Psychology, 28*(1), 1-4. https://doi.org/10.1080/15213269.2024.2439747
Bowman, N. D. (2023). A note of thanks, and a nod towards internationalization. *Journal of Media Psychology, 35*(1), 1-2. https://doi.org/10.1027/1864-1105/a000376
Bowman, N. D., & Melzer, A. (2024). Incubating scholarship from emerging media psychologists. *Journal of Media Psychology, 36*(5), 279-280. https://doi.org/10.1027/1864-1105/a000451

Shackleford, K. (2022). *Psychology of Popular Media* is, well, popular. *Psychology of Popular Media, 11*(2), 109-110. https://doi.org/10.1037/ppm0000406

Week 2
No class (Dr. Martin Luther King, Jr. Day)

Week 3
Replication Studies (Jan. 27)
Anderson, S. F., & Maxwell, S. E. (2016). There's more than one way to conduct a replication study: Beyond statistical significance. *Psychological Methods, 21*(1), 1-12. https://doi.org/10.1037/met0000051
Breuer, J., & Haim, M. (2024). Are we replicating yet? Reproduction and replication in communication research. *Media and Communication, 12*, editorial 8382, https://doi.org/10.17645/mac.8382
Vermeulen, I. E., Masur, P. K., Beukeboom, C., & Johnson, B. K. (2024). Direct replication in experimental communication science: A conceptual and practical exploration. *Media and Communication, 12*, article 7971. https://doi.org/10.17645/mac.7971

Week 4
Media Role Models (Feb. 3)
Aladé, F., Lauricella, A., Kumar, Y., & Wartella, E. (2021). Who's modeling STEM for kids? A character analysis of children's STEM-focused television in the US. *Journal of Children and Media*, *15*(3), 338-357. https://doi.org/10.1080/17482798.2020.1810087
Stevens Aubrey, J., Miller, B., Bond, B. J., & Roberts, L. (2023). The lessons will be televised: Examining television portrayals of sexual consequences by gender. *Journalism & Mass Communication Quarterly*, *100*(1), 172-192. https://doi.org/10.1177/10776990211073953
Matthews, N. L., Francemone, C. J., Monge, C. K., Fitzgerald, K., Lynch, T., & Grizzard, M. (2024). The effects of side-taking on narrative entertainment and the perceptions of events and characters. *Media Psychology, 27*(4), 533-557. https://doi.org/10.1080/15213269.2023.2255845

Week 5
Immersion Into Media Worlds (Feb. 10)
McGloin, R., & Embacher, K. (2018). "Just like riding a bike": A model matching approach to predicting the enjoyment of a cycling exergame experience. *Media Psychology*, *21*(3), 486-505. https://doi.org/10.1080/15213269.2017.1311269
Cohen, J., Tal-Or, N., & Mazor-Tregerman, M. (2015). The tempering effect of transportation: Exploring the effects of transportation and identification during exposure to controversial two-sided narratives. *Journal of Communication*, *65*(2), 237-258. https://doi.org/10.1111/jcom.12144
Chen, C., & Yao, M. Z. (2022). Strategic use of immersive media narrative message in virtual marketing: Understanding the roles of telepresence and transportation. *Psychology and Marketing, 39*(3), 524-542. https://doi.org/10.1002/mar.21630

Week 6

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Media Enjoyment and Appreciation (Feb. 17)
Hall, A. E. (2015). Entertainment-oriented gratifications of sports media: Contributors to suspense, hedonic enjoyment, and appreciation. *Journal of Broadcasting & Electronic Media*, *59*(2), 259-277. https://doi.org/10.1080/08838151.2015.1029124
Ji, Q., Janicke-Bowles, S. H., De Leeuw, R. N., & Oliver, M. B. (2021). The melody to inspiration: The effects of awe-eliciting music on approach motivation and positive well-being. *Media Psychology*, *24*(3), 305-331. https://doi.org/10.1080/15213269.2019.1693402
Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. *New Media & Society*, *21*(1), 97-118. https://doi.org/10.1177/1461444818788323

Week 7
#$@*%!: Mood and Emotion (Feb. 24)
Wilson, J. M., Moyer-Gusé, & Bonus, J. A. (2024). If I don't laugh, I'll cry: Examining the mechanisms and gratifications of humor in eudaimonic entertainment experiences. *Media Psychology*. Advance online publication. https://doi.org/10.1080/15213269.2024.2396289
Walter, N., Demetriades, S. Z., & Nabi, R. L. (2021). Seeing red through rose-colored glasses: Subjective hope as a moderator of the persuasive influence of anger. *Journal of Communication*, *71*(1), 79-103. https://doi.org/10.1093/joc/jqaa037
Skurka, C., Kim, N., Eng, N., & Oliver, M. B. (2024). Awesome, awful: Emotional flow in environmental messaging. *Media Psychology, 27*(6), 869-894. https://doi.org/10.1080/15213269.2023.2297965

Week 8
Flourishing or Floundering: Media and Well-Being (March 3)
Davis, C. G., & Goldfield, G. S. (2025). Limiting social media use decreases depression, anxiety, and fear of missing out in youth with emotional distress: A randomized controlled trial. *Psychology of Popular Media,14*(1), 1-11. https://doi.org/10.1037/ppm0000536
Wu-Ouyang, B. (2023). More mobile connectedness, less well-being? Examining how multiplatform mobile connectedness affects negative well-being through FoMO and leisure boredom. *Journal of Media Psychology, 35*(5), 291-302. https://doi.org/10.1027/1864-1105/a000388
Nabi, R. L., Demetriades, S., Walter, N., & Qi, L. (2023). Can a video a day keep stress away? A test of media prescriptions. *Health Communication, 38*(13), 3080-3090. https://doi.org/10.1080/10410236.2022.2134700

Week 9
Work day (March 10)

Week 11
No class (Spring break)

Week 12
TL;DR: Attention and Multitasking (March 24)

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Segijn, C. M., Xiong, S., & Duff, B. R. (2019). Manipulating and measuring media multitasking: Implications of previous research and guidelines for future research. *Communication Methods and Measures*, *13*(2), 83-101. https://doi.org/10.1080/19312458.2018.1555797

Fisher, J. T., Hopp, F. R., & Weber, R. (2023). Mapping attention across multiple media tasks. *Media Psychology, 26*(5), 505-529. https://doi.org/10.1080/15213269.2022.2161576

Wannagat, W., Martin, T., Nieding, G., Rohleder, N., & Becker, L. (2025). Media multitasking in younger and older adults: Associations with cognitive abilities and biological stress responses. *Media Psychology, 28*(1), 29-69. https://doi.org/10.1080/15213269.2023.2298686

Week 13
Pushing Buttons: Interactivity (March 31)

Lou, C., Kang, H., & Tse, C. H. (2021). Bots vs. humans: How schema congruity, contingency-based interactivity, and sympathy influence consumer perceptions and patronage intentions. *International Journal of Advertising, 41*(4), 655-684. https://doi.org/10.1080/02650487.2021.1951510

Oh, J., Ahn, J., & Lim, H. S. (2019). Interactivity as a double-edged sword: Parsing out the effects of modality interactivity on anti-smoking message processing and persuasion. *Journalism & Mass Communication Quarterly*, *96*(4), 1099-1119. https://doi.org/10.1177%2F1077699019835911

Kashian, N. (2024). Editable, persistent, and emotionally expressive: An affordance approach to the relationship between channel use and romantic conflict behavior. *Journal of Media Psychology, 36*(3), 157-167. https://doi.org/10.1027/1864-1105/a000395

Week 14
Addiction and Problematic Use (April 7)

Bean, A. M., Nielsen, R. K., Van Rooij, A. J., & Ferguson, C. J. (2017). Video game addiction: The push to pathologize video games. *Professional Psychology: Research and Practice*, *48*(5), 378-389. https://doi.org/10.1037/pro0000150

Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, *114*, 106699. https://doi.org/10.1016/j.addbeh.2020.106699

Cheng, C., Lau, Y. C., Chan, L., & Luk, J. W. (2021). Prevalence of social media addiction across 32 nations: Meta-analysis with subgroup analysis of classification schemes and cultural values. *Addictive Behaviors*, *117*, 106845. https://doi.org/10.1016/j.addbeh.2021.106845

Rubenking, B., & Bracken, C. C. (2018). Binge-watching: A suspenseful, emotional, habit. *Communication Research Reports*, *35*(5), 381-391. https://doi.org/10.1080/08824096.2018.1525346

Week 15
Us and Them and Media: Social Identity (April 14)

Penfold, A., Callaghan, P., & Urry, K. (2025). Online communities and identity: Experiences of LGBTQIA+ emerging adults engaging with LGBTQIA+ online content during the COVID-19 pandemic. *Psychology of Popular Media, 14*(1), 22-31. https://doi.org/10.1037/ppm0000529

Ellithorpe, M. E., Ewoldsen, D. R., Yao, X. S., & Holt, L. F. (2024). I help you, you help me: Interracial reciprocity in situation comedies influences racial attitudes. *Media Psychology, 27*(4), 614-638. https://doi.org/10.1080/15213269.2023.2266680

Gim, H., Gahler, H., Harwood, J., & Paolini, S. (2023). Seeking others' sounds: Predictors of voluntary exposure to outgroup music. *Media Psychology, 26*(1), 54-71. https://doi.org/10.1080/15213269.2022.2097095

Week 16
It's Been 84 Years: Media and Lifespan (April 21)

Bonus, J. A., & Mares, M. L. (2018). When the sun sings science, are children left in the dark? Representations of science in children's television and their effects on children's learning. *Human Communication Research*, *44*(4), 449-472. https://doi.org/10.1093/hcr/hqy009

Hofer, M., & Eden, A. (2020). Successful aging through television: Selective and compensatory television use and well-being. *Journal of Broadcasting & Electronic Media*, *64*(2), 131-149. https://doi.org/10.1080/08838151.2020.1721259

Brashier, N. M., & Schacter, D. L. (2020). Aging in an era of fake news. *Current Directions in Psychological Science*, *29*(3), 316-323. https://doi.org/10.1177/0963721420915872

Assignments

Participation (20%): Due each session.
This course is designed to be an interactive, dynamic seminar. Your continuous participation is key to your success, and the success of your classmates, in this course. Students are expected to have engaged with the readings before class, and to engage in conversations during class time. These conversations will be prompted by the instructor and the assigned discussion leaders, but you are also strongly encouraged to bring your own topics for discussion: points in the readings that were unclear, points that were insightful, questions that arose, confirmatory and contradictory observations, and so on. You are also encouraged to see this course as a workshop for acquiring and refining perspectives and skills that directly benefit your own research program.

Discussion leadership (30%): *Three times during semester.*
Each student will lead discussion for three journal articles over the course of the semester. Each discussion leader will prepare a discussion guide for the points and questions they plan to cover during class. Articles will be chosen or assigned based on interest and distribution. Preparation and constructive management of the discussion are key to earning full points.

Individual replication paper (50%): Eleven milestones.
This is an advanced course, which requires "the completion of an original scholarly paper that advances knowledge in the field" (CJC Doctoral Handbook). Each student will design, conduct, and write up a replication study. At the beginning of the semester, students will work with the instructor to identify an appropriate published study to target with a replication. The student is expected to collect and prepare study materials for the replication (likely after contacting the original study's authors), preregister their study and share data/materials (via Open Science Framework or a similar platform), collect data in late February and early March (via CJC SONA or some other data source), submit a conference paper at the end of March (AEJMC, NCA, or

other appropriate venue), and prepare a final paper at the end of April which is ready for submission to a journal. Milestones are submitted on Canvas, and will receive feedback.

Course Policies

Attendance and Participation

Regular, consistent participation is necessary for success in this course. If you need to step away from an activity or assignment for a period of time, let the instructor know via email as soon as possible. If you are sick, or need to quarantine following exposure to someone who is sick, stay home. Otherwise, we will do our best to maintain an in-person seminar format.

Deadlines

In principle, all deadlines in this course are final. Exceptions and extensions can be made, if notice is given in advance via a professionally-worded email. The instructor reserves the right to accept or reject requests for extensions. If an assignment receives a failing grade, the student may request a reevaluation via a professionally-worded email. However, be aware that this may lead to a higher, lower, or same, grade.

Course Communication

Course materials and updates will be posted regularly to Canvas. Course-related questions should be communicated via email to Dr. Johnson (benjaminkjohnson@ufl.edu). I have a policy of responding within 24 hours (usually much sooner). I also encourage you to make good use of office hours and in-class discussion.

Technology Requirements

You are required to have access to a laptop or computer with reliable Internet access. You will need the UF VPN (http://www.uflib.ufl.edu/login/vpn.html) to access some library resources off-campus, which requires your GatorLink credentials (and two-factor authentication).

You will need access to a word processing program (Word or similar) and a statistics program of your choice (the instructor currently uses SPSS and Jamovi). UF provides access to virtual versions of Office and SPSS at UF Apps.

All students must have an up-to-date IRB training, and access to UF's myIRB system.

In the event of any technology failures (any of the above tools, or Canvas itself), please contact the instructor via email. In most cases, the problem may involve human error or system maintenance and can be resolved quickly with troubleshoot or patience. Please be proactive in contacting the instructor via email with any technological issues. In the event of persistent technological failure, the instructor reserves the right to specify alternate plans for access and delivery of the activity or assignment.

Class Demeanor

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in class, and conversations should be constructive and on-topic. If you experience frustration or conflict with a fellow classmate, please notify the instructor and I can help.

Netiquette Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. For more information, refer to the Netiquette Guide for Online Courses (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf)

UF Policies

Honor Code
You are required to abide by the University of Florida Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a zero on the assignment. I take originality in writing and creative work very seriously, and expect you to fully understand what is considered plagiarism. For helpful information on original work, see:
https://www.jou.ufl.edu/wp-content/uploads/2021/08/Plagiarism-Guideline-081321.pdf
https://guides.uflib.ufl.edu/c.php?g=147797&p=967443
https://gradadvance.graduateschool.ufl.edu/media/gradadvancegraduateschooluledu/OGPD_Plagiarism_Workshop_20221019.pdf
http://oaa.osu.edu/assets/files/documents/hownottoplagiarize.pdf
https://plagiarism.iu.edu/index.html

I am always available to proactively discuss any uncertainties or ambiguities before you submit an assignment. Any alleged violations of the Student Honor Code will automatically result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Accommodations
Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (https://disability.ufl.edu/about/contact-us/) at (352) 392-8565 by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Please note (adapted from https://doi.org/10.1371/journal.pone.0216241): Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than

white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation, please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance).

Resources

Health and Wellness
U Matter, We Care (https://umatter.ufl.edu/) If you or a friend is in distress, please contact umatter@ufl.edu or (352) 294-2273 so that a team member can reach out to the student.

Counseling and Wellness Center (http://www.counseling.ufl.edu/) If you would benefit from talking to someone or getting resources to cope with stress or any other thoughts and feelings, please call (352) 392-1575 or visit https://counseling.ufl.edu/about/location-hours-contact/.

Title IX (https://titleix.ufl.edu/) To report sexual assault, harassment, or discrimination, please contact the Title IX office via their website, inform@titleix.ufl.edu, or (352) 275-1242.

Student Health Care Center (https://shcc.ufl.edu/) Please visit the website or call (352) 392-1161 for 24/7 information to help you find the care you need.

GatorWell Health Promotion Services (https://gatorwell.ufsa.ufl.edu/): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources
E-learning Technical Support (https://elearning.ufl.edu/student-help/) For help with Canvas and other technologies for this course, contact helpdesk@ufl.edu or (352) 392-4357 (select option 2).

Career Connections Center (https://career.ufl.edu/) For career assistance and counseling, contact UFCareerCenter@ufsa.ufl.edu or (352) 392-1601; Located in Reitz Union suite 1300.

Ask-A-Librarian (https://uflib.ufl.edu/find/ask/) This site provides multiple ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center (https://teachingcenter.ufl.edu/) This office helps with tutoring, study groups, and general study skills. Visit the website or call (352) 392-2010.

Writing Studio (http://writing.ufl.edu/writing-studio/) This office helps with brainstorming, formatting, and writing papers. Visit the website to make an appointment, or call (352) 846-1138.

UF Online/Internet Privacy Statement (https://privacy.ufl.edu/privacy-policies-and-procedures/onlineinternet-privacy-statement/) UF's statement about privacy and data security.

Disclaimer

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This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.