Syllabus

Media emotions and political attitudes - 50102

Last update 06-09-2015

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: communication & journalism

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Meital Balmas-Cohen

Coordinator Email: meitalbalmas@gmail.com

Coordinator Office Hours: Monday 14:00-15:00

Teaching Staff:
Dr. Meital Balmas
**Course/Module description:**
Media influence on public opinion does not occur in a vacuum. There are many different factors that may mediate or moderate the influence of the media as well as its extent. Such factors can be, for example, perceived realism of media content, the individual’s prior knowledge and the level of exposure to conflicting or competing media contents, political or social involvement, emotional involvement and identification. In this course we will discuss and apply models of mediated effects in communication. Students will develop a research proposal, whose topic is selected in consultation with the course lecturer, for graduation.

**Course/Module aims:**
Every student must read the compulsory material and present their proposal topic to the class

**Learning outcomes - On successful completion of this module, students should be able to:**
Every student must read the compulsory material and present their proposal topic to the class

**Attendance requirements(%):**
60

**Teaching arrangement and method of instruction:** Lectures, discussions, presentations and practical classes on SPSS

**Course/Module Content:**
1. Media effects
2. Types of media effects: cognitive, emotional and behavioral
3. Mediate and moderated variables
4. Models of mediation
5-6. Media connectedness.
7. Perceived realism of media content
8. Mediating effect of fictional media content (e.g., satire, drama)
9. Feelings and identification as a mediating factor
10. Violent behavior, perceptions of violence and intolerance following mediated exposure to media outlets.
11. Class presentations
12-13. Spss
14. Class presentations
Required Reading:


Peter, J., & Valkenburg, P. M. (2010). Processes underlying the effects of adolescents' use of sexually explicit internet material: The role of perceived
realism. Communication Research, 37, 375-399.


Textbook:

Hmielowski, J. D., Holbert, R. L., & Lee, J. (2011). Predicting the consumption of political TV satire:


Additional Reading Material:

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 10 %
Participation in Tutorials 0 %
Project work 90 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Students will develop a research proposal, whose topic is selected in consultation with the course lecturer, for seminar or course graduation.