

Communication 3554: Social Implications of Communication Technology Spring 2015

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Class Information: WF 9:35-10:55, Journalism 360

Course Description: This course is an upper-level course on the social implications of communication technologies. We will cover technologies such as the Internet, including websites, blogs, wikis, online dating sites, and other forms of computer-mediated communication; mobile telephony, texting, and apps; social networking sites; console and online video games; online virtual worlds; and virtual reality.

Course Objectives:

1. To explain the historical origin of the study of communication technologies.
2. To apply communication concepts and theories to new media technologies.
3. To understand the effects of media technologies on ourselves and society.
4. To develop strategies for using and managing media technologies in our daily lives.
5. To build the critical skills to analyze and interpret media technologies & their messages.

Required readings are available on Carmen.

Additional Resources: During the course of this class and throughout your university career, you may find the following helpful:

*The Writing Center. This may be the last time in your life that you have easily accessible help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.

*Strunk & White's *The Elements of Style*. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. Find it at a used bookstore or on Amazon for less than \$5. It's well worth the investment.

**The American Psychological Association (APA) Style Manual*. For those of you pursuing a degree in social science, this book is what will dictate many of the expectations for your research writing. It includes guidelines on citations, formatting, tone, etc. APA style will be required for assignments submitted in this class. You may also find some information about formatting at <https://owl.english.purdue.edu/owl/resource/560/01/>.

*@OSUCATS. If you are on Twitter, you can follow the OSU Communication & Technology research group. Many of the links shared in class will be posted or retweeted on this account, plus notifications about talks, conferences, and other opportunities around campus.

Grading: The course will consist of 400 total points:

Exam 1: 100 points

Exam 2: 100 points
Assignments & in-class participation: 200 points
Asst 1: 40 points
Project (incl. proposal, check-ins, presentation, packet): 120 points
Peer evaluations: 10 points
Quizzes & other in-class activities: 30 points

There will be two exams consisting of multiple choice and short answer questions. Written assignments will be elaborated on the dates outlined in the syllabus. In-class work includes meaningful participation in evaluations, discussions, exercises, handouts, and/or quizzes. Your final grade will depend on the total number of points earned and will be reported in accordance with the plus/minus system that is standard for the College of Arts & Sciences.

*Additionally, please note that your final grade is final. Do not ask me to reconsider your grade when the semester is over; applying subjective standards after the fact invalidates the standards applied to the class and is unfair to every student.

Attendance & Make-up Policy: Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your continued presence in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance and slides are not posted on Carmen. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

*The exams **MUST** be taken at the scheduled time. The dates are clearly identified on the schedule below; if you foresee a conflict with the exam time, you will need to reschedule your conflict or reconsider your enrollment in this class. Make-up exams will not be given except in cases of extreme, unforeseen, and convincingly documented emergencies (notification within 24 hours of the exam time is required) or official University related absences (instructor must be notified at least two weeks in advance). Your instructor reserves the right to determine what qualifies as extreme and what documentation is required. Unacceptable excuses include, but are not limited to: being out of town, having a note from the health center (flu excepted), oversleeping, having to work, not being able to find a parking space, car trouble, and flight delays or cancellations.

* Homework assignments should be turned in as hard copies at the beginning of class the day they are due or beforehand. I do not accept late assignments; they will earn a zero. *Be aware that if you show up late to class on the due date and assignments have already been collected by the instructor, your assignment will be considered late.* You may email the paper as insurance if you are afraid you will be late to class on the due date—that is, you can send me a time-stamped copy beforehand, but you must show up to class with the hard copy. If you do not submit a hard copy in class, however, you will earn a zero.

Academic Integrity: I take academic dishonesty very seriously. All students are subject to the student code of conduct (see http://studentaffairs.osu.edu/resource_csc.asp), including the

student code of academic integrity. Violations of the code will result in severe penalties in this course (including a zero on the assignment) and all violations will be reported to the Committee on Academic Misconduct. For this course, *academic dishonesty* includes (but is not limited to):

- Use of someone else's ideas or expression (e.g., writing) without proper acknowledgment of the source. Proper acknowledgment (e.g., citation, quotation, footnote) should make clear both the **extent** and **nature** of the use. If you have used someone's exact words, you should use "quotation marks" as well as a (citation). If a large portion of your writing uses another person's ideas, argument structure, or narrative form then you should make clear where the "borrowing" begins and ends. Note that *paraphrasing someone*, *summarizing their arguments*, or *using their ideas* are all plagiarism if the source is not acknowledged. Plagiarism is more than just using someone else's exact words. Also, be aware that "someone else's ideas" here includes textbooks, articles, web pages, your professor's notes, your roommate's assignment from another class, and *anything else other than your own ideas and your own writing*. There is no outside source that it is acceptable to use without citing.
- Collaborating with other students on any assignment, homework, class project, etc., without the clear consent of the instructor is also academic dishonesty. If work is not assigned as a group project, you must do it entirely on your own. **Check with your instructor if in doubt.**
- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. It is simply not appropriate to claim that work was done for one class when in fact it was written for a different class. **Check with your instructor if in doubt.**
- Exchanging information with another individual during a test, quiz, or examination is clearly academic dishonesty, as is the use of any materials not permitted for the exam.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense. ***When in doubt, consult your instructor before doing anything about which you are uncertain.*** You should also read through the "Ten Suggestions for Preserving Academic Integrity" available at <http://oaa.osu.edu/coam/ten-suggestions.html>.

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone use; nonclass computer activity; or reading nonclass materials), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, suffer grade penalties, and be reported to the Dean of Students, and/or University Police. Cell phones are considered a disruption. **Turn your cell phone off completely before the start of class. Not just the ringer—completely off.** Any student who is observed consulting or using their phone or whose phone rings, beeps, or audibly vibrates during class will suffer grade penalties (1% of the overall class grade for the first offense; 5% for the second offense) and may be asked to leave class.

Computer Policy: Computers will be used for in-class activities only. If you require a computer for notetaking due to a disability, please see the disability portion below and make an appointment with me to discuss arrangements.

If you object to these policies or do not feel that you can adhere to them, please do not enroll in this class.

Web/Email Policy: For this course, you are required to have online access regularly (i.e., at least 2-3 times a week). Email should be used for quick administrative questions and emergency contact **only**. Additionally, emails should be written using standards of courtesy (address, proper tone, and signature) or they will be returned to you. If you have questions or concerns (e.g., about an assignment, material discussed in class or the text, your grade) make an appointment or drop by our office hours. Updates to the course schedule or readings will be announced in class and also on Carmen; it is your responsibility to stay apprised of these changes.

Inclement Weather: Unless the University is closed, you should assume class will be held. I know winter weather in Columbus can be beastly, however, and there is a possibility that I may not be able to make it to campus as a result of some unforeseen weather-related circumstance. If I do not show up 30 minutes after the start of class, consider the class canceled. If the weather is bad, please check your email or contact a classmate with access; if conditions prevent me from making it to campus on time I will do my best to inform everyone via Carmen.

Disability Accommodations: If you anticipate the need for accommodations to meet the requirements of this course, please contact the Office for Disability Services, Pomerene Hall, Room 150, or phone (614) 292-3307. Students with documented disabilities can meet with me privately within the first three weeks of class to coordinate reasonable accommodations.

My Expectations: This is a Communication class, so I expect that as a student in this field, you have mastery of communication-related skills including but not limited to: the ability to express and argue an idea using proper language and logic; the willingness to speak publicly and civilly in class; the aptitude to write a formal and appropriate email; the capability to conduct yourself in a civil and professional manner when interacting interpersonally with classmates, teaching assistants, administrators, guests, and your professor; and the proficiency for clear and grammatical written work. In addition, I expect you to have developed the time management and study skills to ensure your success in this class.

Grading Criteria

A: All work is outstanding. Work is rich, creatively presented, well-structured, and error-free (or close to it). Content of presentations is accurate, on topic, presented in a professional and highly engaging fashion, and provides genuine enlightenment to the audience. Work reveals a deep understanding of the content of the course as well as the ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, work demonstrates a solid grasp of all content and a high level of ability for creative, integrative, or intellectually rigorous application of the material.

B: All work is of high quality. Work is clear, well-structured, and largely error-free. (Grades of A and B are not possible for work that does not demonstrate mastery of basic writing skills including spelling, grammar, organization, and logic.) Work conforms to all required elements, as well as maintaining the audience's attention and interest. Content demonstrates a thorough understanding of all elements of the course. Overall, work demonstrates a solid grasp of all content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. A grade of C is not possible for work that demonstrates significant departure from basic writing skills (spelling, grammar, etc.) Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at a basic level, but lacks fundamental elements of professional presentation, structure, or organization. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge. Overall, work demonstrates little grasp of the material.

These guidelines were adapted from materials provided by the University of Arizona Department of Communication.

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Tentative Course Schedule

<u>Date</u>	<u>Assignments</u>	<u>Topic</u>	<u>Readings</u>
W 1.14		Course introduction	Syllabus
F 1.16		What is communication technology?	Industrial Society; Rheingold
W 1.21	Group questionnaire	Concepts, affordances, & theories	Reeves & Nass, ch. 1; Fogg, ch. 5
F 1.23	Asst. 1 given	Concepts, affordances, & theories	Walther, 2007
W 1.28		Psychological effects	Huesmann et al., 2013
F 1.30	Groups due	Psychological effects	Carr; Shirky
W 2.4		Psychological effects; Identity & selves	Turkle ch. 8, 9
F 2.6		Identity & selves; group meeting	“Generation Like”
W 2.11		Self-representation	Blascovich & Bailenson, ch. 6 & 7
F 2.13		Self-presentation & impression management; group meeting	Toma & Hancock, 2011
W 2.18	Proposal due	Relationships & social interaction	Baym, 2010
F 2.20		Relationships, dating, & sex	Dark side ch.
W 2.25		Relationships, dating, & sex; exam review	Sales, 2013
F 2.27		EXAM 1	
W 3.4		Intergroup communication	Nakamura, ch. 2; Hess, 2014
F 3.6	Project check-in	Intergroup communication; group meeting	Aboujaoude, ch. 4
W 3.11	Asst. 1 due	Social influence	Fogg, ch. 3, 5
F 3.13		Social influence	Blascovich & Bailenson, ch. 4
W 3.18		SPRING BREAK	
F 3.20		SPRING BREAK	
W 3.25		Health & other applications	TBA
F 3.27	Project check-in	Education, work, & organizational applications; group meeting	Marcus, 2013
W 4.1		Art, music, & creativity	Lange & Ito; Meredith
F 4.3	Project check-in	Law & policy	Hartzog & Selinger, 2013a, 2013b
W 4.8		Privacy, surveillance, & media literacy	Fowler, 2012; Scherker, 2014
F 4.10	Project check-in	Media literacy; group meeting	Gillmor, 2008
W 4.15		Emerging tech & future directions	Turkle, ch. 3; TBA
F. 4.17		Work day—project finalizations	
W 4.22	All materials due	Presentations	

FINAL EXAM: Wednesday, April 29, 10-11:45 am

Readings

Rheingold, Howard. (1996). A slice of my life in my virtual community.

“F.C.” (1995). Industrial society & its future. [excerpts]

Reeves, Byron, & Nass, Cliff. (1996). *The Media Equation: How People Treat Computers, Television, and New Media Like Real People and Places*.

Fogg, B. J. (2002). *Persuasive Technology: Using Computers to Change What We Think and Do*. San Francisco, CA: Morgan Kaufmann. [ch. 3, 5]

Walther, Joseph B. (2007). Selective self-presentation in computer-mediated communication: Hyperpersonal dimensions of technology, language, and cognition. *Computers in Human Behavior*, 23, 2538-2557.

Huesmann, L. Rowell, Dubow, Eric, and Yang, Grace. (2013). Why It Is Hard to Believe That Media Violence Causes Aggression. In *The Oxford Handbook of Media Psychology*. Edited by Karen E. Dill. New York: Oxford.

Carr, Nicholas. (2011). *The Shallows: What the Internet is Doing to Our Brains*.

Shirky, C. (2014). Why I just asked my students to put their laptops away. Available at: <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>

Turkle, Sherry. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.

Rushkoff, Douglas. (2014). “Generation Like.” *Frontline*. Available at: <http://www.pbs.org/wgbh/pages/frontline/generation-like/>

Blascovich, Jim, and Bailenson, Jeremy. (2011). *Infinite Reality: The Hidden Blueprint of Our Virtual Lives*. New York: William Morrow.

Baym, Nancy. (2010). Digital Media in Relational Development and Maintenance (ch. 6). In: *Personal Connections in the Digital Age*. Malden, MA: Polity Press.

Toma, C. L., & Hancock, J. T. (2011). A new twist on love’s labor: Self-presentation in online dating profiles. In K. B. Wright & L. M. Webb (Eds.), *Computer-mediated communication in personal relationships* (pp. 41-55). New York: Peter Lang.

Fox, J., & Anderegg, C. Turbulence, turmoil, and termination: The dark side of social networking sites for romantic relationships. In E. Gilchrist & S. Long (Eds.), *Contexts for dark side communication*. Peter Lang.

Sales, Nancy Jo. (2013). What Facebook, Twitter, Tinder, Instagram, and Internet Porn Are Doing to America’s Teenage Girls. *Vanity Fair*. Available at: <http://www.vanityfair.com/culture/2013/09/social-media-internet-porn-teenage-girls>

Nakamura, Lisa. (2002). *Cybertypes: Race, Ethnicity, and Identity on the Internet*. New York: Routledge.

Hess, A. (2014). Why women aren't welcome on the Internet. *Pacific Standard*.

Aboujaoude, Elias. (2011). *Virtually You: The Dangerous Powers of the E-Personality*.

Marcus, Jon. (2013). All hail MOOCs! Just Don't Ask if They Actually Work. *Time*. Available at Time.com: <http://nation.time.com/2013/09/12/all-hail-moocs-just-dont-ask-if-they-actually-work/print/>

Lange, Patricia, & Ito, Mizuko. (2010). Creative production. In Mizuko Ito (Ed.), *Hanging Out, Messing Around, and Geeking Out* (pp. 243-294). Cambridge, MA: MIT Press.

Meredith, Kyle. *The Weekly Feed*. http://www.salon.com/writer/the_weekly_feed/ or <http://theweeklyfeed.org/>

Hartzog, Woodrow, & Selinger, Evan. (2013). Big Data in Small Hands. *Stanford Law Review*. Available at: <http://www.stanfordlawreview.org/online/privacy-and-big-data/big-data-small-hands>

Hartzog, Woodrow, & Selinger, Evan. (2013). Obscurity: A Better Way to Think About Your Data than "Privacy." Available on The Atlantic: <http://www.theatlantic.com/technology/archive/2013/01/obscurity-a-better-way-to-think-about-your-data-than-privacy/267283/>

Fowler, Geoffrey A. (2012). When the Most Personal Secrets Get Outed on Facebook. *Wall Street Journal*. Available at: <http://online.wsj.com/news/articles/SB10000872396390444165804578008740578200224>

Scherker, Erica. (2014). Didn't read Facebook's fine print? Here's exactly what it says. *Huffington Post*.

Gillmor, Dan. (2008). *Principles for a New Media Literacy*. Cambridge, MA: Berkman Center for Internet and Society.

Note: This is a class on technology, which is always changing. Additional readings will be added based on current events or emerging research.