

Term Information

Effective Term Spring 2018
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our programs remain the same; no program requirements are added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3554
Course Title Social Implications of Communication Technology
Transcript Abbreviation Soc Implic Tech
Course Description Analyze the individual, interpersonal, and societal impact of digital and Internet technologies such as blogs, wikis, online dating sites, mobile telephony, texting, apps, social media sites, video games, virtual reality, and online virtual worlds. Covers important issues that cut across multiple technologies, such as privacy, digital deception, and cyberbullying.
[Previous Value](#) *Advanced study of a current topic in telecommunication and electronic media industry structures.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
[Previous Value](#) No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	COMM 654
Electronically Enforced	Yes
<i>Previous Value</i>	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To explain the historical origin of the study of communication technologies.
- To apply communication concepts and theories to new media technologies.
- To understand the effects of media technologies on ourselves and society.
- To develop strategies for using and managing media technologies in our daily lives.
- To build the critical skills to analyze and interpret media technologies and their messages.
- *Understand theoretical and practical implications of new media technologies in our society*
- *Understand new media theory, which can be used in further academic pursuits or in public relations, journalism or other communication-centered jobs*

Previous Value

Content Topic List

- Basics of communication technology
- Concepts and theories
- Psychological effects
- Online identity
- Friendship and romantic relationships in CMC
- Digital culture
- Video games and virtual reality
- Social influence
- eHealth
- Privacy
- Technologies at work
- The dark side of technologies; e.g., cyberbullying

Previous Value

- [History and Structure of the Internet](#)
- [Digital Divide and Inequality](#)
- [Selective Exposure--Overview and Current Research](#)
- [New Media and Politics](#)
- [New Media and Journalism](#)
- [On-Line Communities; Anonymity and Privacy](#)
- [Children and the Internet](#)
- [New Economics and Social Collaboration](#)

Sought Concurrence

No

Attachments

- Communication 3554 Technical Checklist.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte, Kylie M.)
- Communication Curriculum Map updated Sept 2016.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte, Kylie M.)
- ASC-Comm.3554.docx: Cover memo explaining revisions made
(Cover Letter. Owner: Butte, Kylie M.)
- 3554 OL_ 4.30.docx: Proposed online syllabus
(Syllabus. Owner: Butte, Kylie M.)
- 3554 f2f_ 4.30.docx: In-class course syllabus
(Syllabus. Owner: Butte, Kylie M.)

Comments

- See 4-20-17 e-mail to S Kline and K Butte. *(by Vankeerbergen, Bernadette Chantal on 04/20/2017 04:15 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte, Kylie M.	03/28/2017 01:50 PM	Submitted for Approval
Approved	Butte, Kylie M.	03/28/2017 01:52 PM	Unit Approval
Approved	Haddad, Deborah Moore	03/28/2017 04:41 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/20/2017 04:15 PM	ASCCAO Approval
Submitted	Butte, Kylie M.	05/01/2017 10:05 AM	Submitted for Approval
Approved	McDonald, Daniel Gary	05/01/2017 10:20 AM	Unit Approval
Approved	Haddad, Deborah Moore	05/01/2017 11:44 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	05/01/2017 11:44 AM	ASCCAO Approval



School of Communication

3016 Derby Hall
154 North Oval Mall
Columbus, OH 43210

Phone (614) 292-3400

April 30, 2017

TO: Professor Pok-Sang Lam

FROM: Susan L Kline

RE: Contingencies and Recommendations, **Communication 3554**

Thank you for approving this course. Below are the panel's comments about the course and our revisions: Communication 3554: unanimously approved with two contingencies and one recommendation

Contingencies:

1. Course goals need to be consistent in both the in-class and online syllabi as well as the form on curriculum.osu.edu.

The course goals are now consistent.

2. Correct the grade breakdown the syllabus. Points add up to 450 points, not 500 and percentage points only add up to 90%.

The math has been corrected.

Recommendation:

- The panel recommends removing the word "requirement" from the Student participation requirements section heading on page 6 since these participation expectations do not seem to have an effect on the grade.

We have altered the wording and dropped the "requirement."

Thanks so much, Pok-Sang!



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 3554 SOCIAL IMPLICATIONS OF MEDIA TECHNOLOGIES ONLINE SUMMER 2017

Communication 3554 is an upper-level course on the social implications of communication technologies. We will analyze the individual, interpersonal, and societal impact of digital and Internet technologies such as blogs, wikis, online dating sites, mobile telephony, texting, apps, social media sites, video games, virtual reality, and online virtual worlds. We will also cover important issues that cut across multiple technologies, such as privacy, digital deception, and cyberbullying.

Instructor: Dr. Siyue (April) Li

Email address: li.6836@osu.edu

Online office hours: M/W 2-4 or by appointment

Course description

Advanced study of current topics in telecommunication and electronic media industry structures. This course will be delivered entirely online. Prereq: Not open to students with credit for 654.

Course learning outcomes

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.

Course materials

Required

There is no required text for this course. All readings will be made available on Carmen.

Recommended

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - Help guides on the use of Secured Media Library can be found at <https://resourcecenter.odde.osu.edu/securedmedialibrary>
- **Carmen Connect**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files.

- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor in the virtual office hours room.
- Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenconnect>
- **Mediasite:**
 - Mediasite is Ohio State’s Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
 - Help guides on the use of Mediasite can be found at <https://resourcecenter.odee.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

Assignment or category	Points
Syllabus and APA Quiz	30/6%

Quizzes	100/20% (4 @ 25 each)
Weekly Discussion Posts	110/22% (11 @ 10 each)
Reflection Papers	160/32% (4 @ 40 each)
Exam	100/20%
Total	500/100%

Assignments

WEEKLY DISCUSSION POSTS. Each week you will be expected to take part in class discussions. Discussions will take place over the course of Wednesday through Friday each week. You are expected (from week 2 onwards) to be making around three to four discussion posts per week. You should not be looking to make a point based on your own thoughts and then leaving. Instead, you should seek to engage with what other group members are saying, and responding to them. Initial posts are due by Wednesday 11:59pm and at least 2 response posts are due by Friday 11:59pm. Each discussion post does not need to be especially long. Approximately a paragraph may be all that is needed, although you are free to make longer or shorter posts where you feel appropriate. An excellent discussion post (and response) should demonstrate 1. Understanding of the concept(s) in the material provided 2. Independent thought regarding the concepts and material 3. Thoughtful response to the work of at least 2 other students in the class.

QUIZZES. Four quizzes will be administered on Carmen. The quizzes are designed to assess your understanding of the readings and audio lectures. All quizzes are announced and available on your weekly schedule. These quizzes cannot be made up and must be completed on the assigned Wednesday. Quizzes will open on that Wednesday at 12:00 AM EST and close at 11:59 PM EST. You have 24 hours to complete the quiz. The quizzes are non-cumulative, which means they will only cover two weeks of content at most. You have 20 minutes to answer 10 questions. You may use notes; however, the quizzes are timed allowing for minimal searching (2 minutes per question). The format of quizzes will be in one of two forms: multiple-choice and true/false questions. Questions will be presented one at a time and once the question is saved, you will be unable to revisit the question. Prepare accordingly.

REFLECTION PAPERS. Four times throughout the term, you will be assigned to investigate some affordance or effect of a specific media technology or platform. You will be asked to take an in-depth look at one theory or concept that interests you under a particular topic. Findings will be reported in a 2.5 page minimum double spaced paper, complete with outside references. An excellent submission will briefly explain the theory or concept and then go into depth, making a connection between the concept and a real world application. A complete rubric and description for each will be provided on Carmen when the paper is assigned.

EXAM. One exam will be delivered on Carmen to assess comprehension of reading and lecture materials. Students may use notes and the book, but the exam will be timed at 1.5 minutes per question. Additionally, once a question is answered, it may not be reviewed. These questions also focus on application of the materials. Use of resources will only be useful to refresh your memory, not to find the answers. Questions will also be randomly chosen from a question library from categories of questions determined to be fair and equal. Exams in the course are highly unlikely to look alike.

Late assignments

A 2 hour grace period is given for each assignment to ease any technology or personal issues that may arise. Late submissions for assignments will not incur a penalty during the grace period, but will incur a 30% penalty each day the submission is late. The first day begins one minute after the grace period has ended, with an automatic loss of 30% of the points. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Carmen.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or post accepted with no penalty after the assignment period closes.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn those points.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

Myself or the TAs will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**
Recorded lectures will be uploaded to the Mediasite folder **TWO TIMES** per week on MW. More than one lecture may appear in the upload. The videos are short to provide the most optimal viewing experience and to increase attention and engagement. Watch a lecture, take a break, and come back to the next. The course will assume a schedule for a MWF in-person course, in which MW are lecture days and F is a day for discussion and/or quizzes. The lectures should be viewed within 24 hours of posting to be sure you are up to date with the course materials.
- **Office hours:**
We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Office hours are digital via Carmen Connect.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Course schedule (tentative)

Week	Dates	Topics & Readings	Deadlines
1	5/10- 5/12	Topic: Introduction to the course Reading: Syllabus Media: Purdue OWL APA tutorials	Quiz : Syllabus and APA Introduction Discussion Post
2	5/15-5/19	Topic: Basics of communication technology Reading: Rheingold; Castells	Discussion Post
3	5/22-5/26	Topic: Concepts and Theories Reading: Reeves and Nash, Ch. 1	Discussion Post Quiz 1
4	5/29 (Memorial Day, no class) 5/31-6/2	Topic: Concepts and Theories Reading: Walther, 2011	Discussion Post
5	6/5-6/9	Topic: Psychological Effects Reading: Levitin	Discussion Post

		Media: none	Reflection Paper 1 due 6/9
6	6/12-6/16	Topic: Online Identity Reading: none Media: Generation Like	Discussion Post Quiz 2
7	6/19-6/23	Topic: Friendship in CMC Reading: Baym, 2010	Discussion Post Reflection Paper 2 due 6/23
8	6/26-6/30	Topic: Romantic Relationships in CMC Reading: Toma & Hancock, 2011; Pelley, 2016; Weisskirch, 2012	Discussion Post
9	7/3-7/7	Topic: Digital Culture Reading: Nahon & Hemsley, ch. 2 Topic: Privacy and Surveillance Reading: Sherker, 2014; Pew Research, 2015	Discussion Post Quiz 3
10	7/10-7/14	Topic: Video Games and Virtual Reality Reading: Sherry, 2004; Deterding et al., 2011	Discussion Post Reflection Paper 3 due 7/14
11	7/17-7/21	Topic: Social influence Reading: Blascovich & Bailenson, ch. 4; Fogg, ch.5 Topic: eHealth Reading: Fogg, ch.5	Discussion Post Quiz 4
12	7/24-7/28	Topic: Dark Side of Technology Reading: Hancock, et. al, 2004; Sales, 2013	Reflection Paper 4 due 7/28
Exam Week		Final Exam online due 8/1	

Reading list:

- Baym, N. K. (2010). *Personal connections in the digital age*. (Chapter 6)
- Berkelaar, B. L., & Buzzanell, P. M. (2015). Online employment screening and digital career capital. *Management Communication Quarterly* (29)1, 84-113.
- Blascovich, J. & Bailenson, J. (2011). *Infinite Reality: Avatars, Eternal Life, New Worlds, and the Dawn of the Virtual Revolution*. William Morrow & Co.
- Castells, M. (n.d.) The social implications of information & communication technologies. Retrieved from: www.chet.org.za/oldsite/castells/socialicts.html – no longer available
- Deterding, S., Dixon, D., Khaled, R. & Nacke, L. (2011). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (MindTrek '11). ACM, New York, NY, USA, 9-15. DOI: <https://doi.org/10.1145/2181037.2181040>
- Fogg, B.J. (2002). Persuasive technology: Using computers to change what we think and do. *Ubiquity* 2002, December, pages. DOI: <https://doi.org/10.1145/764008.763957>
- Hancock, J.T., Thom-Santelli, J. & Ritchie, T. (2004). Deception and design: The impact of communication technology on lying behavior. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (CHI '04). ACM, New York, NY, USA, 129-134. DOI: <https://doi.org/10.1145/985692.985709>
- Levitin, D.J. (2015) Why the modern world is bad for the brain. *The Guardian*. Retrieved from <https://www.theguardian.com/science/2015/jan/18/modern-world-bad-for-brain-daniel-j-levitin-organized-mind-information-overload>
- Nahon, K., & Hemsley, J. (2013). *Going viral*.
- Pelley, L. (2016). The messiness of modern breakups. *The Toronto Star*. Retrieved from: <https://www.thestar.com/life/relationships/2016/03/15/the-messiness-of-modern-breakups.html>
- Rainie, L. & Madden, M. (2015) Americans' privacy strategies post-Snowden. Retrieved from: <http://www.pewinternet.org/2015/03/16/americans-privacy-strategies-post-snowden/>
- Reeves, B., & Nass, C. I. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. Stanford, Calif: CSLI Publications.
- Rheingold, H. (n.d.) A slice of life in my virtual community. Retrieved from: https://www.cs.indiana.edu/docproject/bdgtti/bdgtti_18.html

Sales, N.J. (2013). Friends without benefits. Retrieved from:

<http://www.vanityfair.com/news/2013/09/social-media-internet-porn-teenage-girls>

Scherker, A. (2014) Didn't read facebook's fine print? Here's exactly what it says. The Huffington Post.

Retrieved from http://www.huffingtonpost.com/2014/07/21/facebook-terms-condition_n_5551965.html

Sherry, J. L. (2004). Flow and Media Enjoyment. *Communication Theory (14)* 4, 328-347.

Toma, C. L., & Hancock, J. T. (2011). A new twist on love's labor: Self-presentation in online dating profiles. *Computer-mediated communication in personal relationships*, 41-55.

Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. In M. L. Knapp & J. A. Daly (Eds.), *The handbook of interpersonal communication* (4th ed., pp. 443-479). Thousand Oaks, CA: Sage.

Weisskirch, R. S., & Delevi, R. (2012). Its over b/n u n me: Technology use, attachment styles, and gender roles in relationship dissolution. *Cyberpsychology, Behavior & Social Networking*, 15, 9.

Wright, K. B., Sparks, L., & O'Hair, D. (2008). *Health communication in the 21st century*. Malden, MA: Blackwell Pub.

Wright, K.B. (2015). Computer-mediated support for health outcomes: Psychological influences on support processes. In S. S. Sundar (Ed.), *The handbook of psychology and communication technology* (pp. 488-506). West Sussex, England: Wiley-Blackwell.

**Communication 3554:
Social Implications of Communication Technology
Autumn 2016**

Instructor: Dr. Siyue (April) Li
Email: li.6836@osu.edu

Office: 3058 Derby Hall
Office Hours: Weds. 1-3pm or by appointment

Teaching Assistant: Hannah Wing
Email: wing.54@osu.edu

Office: 3075 Derby Hall
Office Hours: Thurs. 1:30-3:30pm or by appointment

Class Information: Tu & Th 3:55PM - 5:15PM Journalism Bldg 251

Course Description: This is an upper-level course on the social implications of communication technologies. We will cover many communication technologies, including but not limited to social networking sites, online dating sites, video games, health apps. We will also cover important issues that cut across multiple technologies, such as privacy, digital deception, and cyberbullying.

Course Objectives:

By the end of the course students should be able

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 will be 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.

**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 the final paper submitted in this class. You may also find some information about formatting at <https://owl.english.purdue.edu/owl/resource/560/01/>.

COURSE POLICIES

Make-Up Exams: 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: having a cold, being emotionally distraught, being out of town, oversleeping, having to work, not being able to find a parking space, car trouble, and flight delays or cancellations.

Attendance: Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent upon 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.

Research Participation: This course is enrolled in the School of Communication's C-REP participant pool. C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. You can participate in C-REP studies to earn extra credits in the course. One research credit in C-REP corresponds to 2 points in this course; therefore, to receive the maximum possible 6 points you need to complete 3 research credits. You should definitely NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited. In fact, it is probably wise to complete your C-REP requirement as early as possible in the semester when you have more time. Note that the same C-REP participation cannot be counted for more than one course. To sign up for studies, go to the website <https://osucomm.sona-systems.com/>. If you have questions about C-REP, email Jessica Frampton at frampton.22@buckeyemail.osu.edu.

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 School of Communication Director, the Dean of Students, and/or University Police.

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.

Technology: Students are NOT allowed to take photographs, record video, or record audio during class. Laptops and tablets should be used only for note taking and class related activities. Failure to comply with these policies will result in point deductions.

Challenging a Grade: We do not discuss individual grades in the classroom. To challenge a grade, you must meet the instructor or TA during office hours or make an appointment *within one week of the grades being posted* on Carmen. Please note that a challenge may result in grades being raised or lowered. Also note that grading is an exercise in professional judgment that we take very seriously. We spend large amounts of time developing and grading assignments, and we do not arrive at grade decisions haphazardly. In this regard, do not challenge a grade unless you truly believe there is a legitimate problem with our decision.

Academic Integrity: Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. I expect that you will know and follow the University's policies on cheating and plagiarism. 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 and all violations will be reported to the School of Communication and the Committee on Academic Misconduct. Ignorance about plagiarism and cheating is NOT an acceptable excuse.

Disability Accommodations:

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Diversity: The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Disclaimer: The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

Assignments & Their Point Values

Exam 1	100 points
Exam 2	100 points
In-class assignments	50 points
Project	100 points
Peer evaluations	10 points
Total	360 points

Grade Break Downs (in percentage points):

93-100% = A	90-92.99% = A-	
87-89.99% = B+	83-86.99% = B	80-82.99% = B-
77-79.99% = C+	73-76.99% = C	70-72.99% = C-
67-69.99% = D+	60-66.99% = D	below 60% = E

Exams: There will be two exams, each consisting of multiple-choice, true/false, and short-answer questions. For the most part, the exams will NOT be cumulative. However, some major concepts discussed throughout the semester may appear on multiple exams. I will make a study guide available about a week before the exam. Please understand that the guide is meant to be just that—a guide. Although I try to stick to the information as presented on the study guide, I do consider all reading and lecture material to be fair game for exam questions.

In-class assignments/quizzes: They are designed to assess your understanding of reading materials or reinforce content recently covered in the course. There will be a total of 7 in-class assignments/quizzes throughout the semester. You will not know in advance which days we will have in-class assignments. These assignments cannot be made up outside of class. That is, you must be in class in order to earn these points. I will drop your two lowest scores providing you some cushion should you need to miss class on the day of an in-class assignments. Once in-class assignments or quizzes are passed out and students begin them, I reserve the right to not pass out any additional assignments or

quizzes. Students with late enrollments will have to accept the fact that missed assignments cannot be made up. In-class assignments may ask students to carefully reflect on an article or video and respond with original ideas. Quizzes will assess student knowledge and application of the course concepts.

Final Project: Throughout the semester, you will be working on a group project. Each group may consist of 3 to 5 students. A recommended size is 4 members. Each group will produce some creative materials, write a paper, and give a presentation on a topic related to communication technologies. Each student will be evaluated individually based on their unique contribution to the project as well as evaluations that they will receive from other group members. Papers should be turned in as hard copies at the beginning of class on the due day. Late submissions will be penalized. Further details about the project will be announced in class and be available on Carmen.

Tentative Course Schedule

Week	Date	Assignments	Topic	Readings
1	8/23		Syllabus	Syllabus
	8/25	Read final project document	Basics of communication technology	Rheingold; Castells
2	8/30		Concepts and theories	Reeves & Nass, ch.1
	9/1	Brainstorm and propose project ideas	Concepts and theories cont.	Walther, 2011
3	9/6		Concepts and theories cont.	Walther, 2011
	9/8		Psychological effects	Levitin
4	9/13		Online identity	“Generation Like”
	9/15	Group and topic due	Friendship in CMC	Baym, 2010
5	9/20	Feedback on topic	Romantic relationships in CMC	Toma & Hancock, 2011
	9/22		Romantic relationships in CMC cont.	Pelley, 2016; Weisskirch, 2012
6	9/27		Digital culture	Nahon & Hemsley, ch. 2
	9/29		Review class	
7	10/4		Exam 1	
	10/6	Proposal due	Video games and virtual reality	Sherry, 2004
8	10/11	Feedback on proposal	Video games and virtual reality cont.	Deterding et al., 2011
	10/13		Fall Break	
9	10/18		Social influence	Blascovich & Bailenson, ch. 4
	10/20		Social influence cont.	Fogg, ch.5
10	10/25		Work and other applications	Berkelaar & Buzzanell, 2014
	10/27		eHealth	Wright, Sparks, & O’Hair, ch. 7
11	11/1		eHealth cont.	Wright, 2015
	11/3		Group meeting with the instructor	
12	11/8		Privacy and surveillance	Scherker, 2014 Pew Research, 2015
	11/10	<i>TA extra office hours</i>	Project work day (Instructor at NCA)	
13	11/15		Dark side of technologies	Hancock et al., 2004
	11/17		Dark side of technologies	Sales, 2013
14	11/22		Project finalization	
	11/24		<i>Thanksgiving holiday</i>	
15	11/29	Final project due	Presentation	
	12/1		Presentation	
16	12/6		Presentation & Review	
17	12/14		FINAL EXAM	4:00pm-5:45pm

Reading list:

- Baym, N. K. (2010). *Personal connections in the digital age*. (Chapter 6)
- Berkelaar, B. L., & Buzzanell, P. M. (2015). Online employment screening and digital career capital. *Management Communication Quarterly* (29)1, 84-113.
- Blascovich, J. & Bailenson, J. (2011). *Infinite Reality: Avatars, Eternal Life, New Worlds, and the Dawn of the Virtual Revolution*. William Morrow & Co.
- Castells, M. (n.d.) The social implications of information & communication technologies. Retrieved from: www.chet.org.za/oldsite/castells/socialicts.html – no longer available
- Deterding, S., Dixon, D., Khaled, R. & Nacke, L. (2011). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (MindTrek '11). ACM, New York, NY, USA, 9-15. DOI: <https://doi.org/10.1145/2181037.2181040>
- Fogg, B.J. (2002). Persuasive technology: Using computers to change what we think and do. *Ubiquity* 2002, December, pages. DOI: <https://doi.org/10.1145/764008.763957>
- Hancock, J.T., Thom-Santelli, J. & Ritchie, T. (2004). Deception and design: The impact of communication technology on lying behavior. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (CHI '04). ACM, New York, NY, USA, 129-134. DOI: <https://doi.org/10.1145/985692.985709>
- Levitin, D.J. (2015) Why the modern world is bad for the brain. The Guardian. Retrieved from <https://www.theguardian.com/science/2015/jan/18/modern-world-bad-for-brain-daniel-j-levitin-organized-mind-information-overload>
- Nahon, K., & Hemsley, J. (2013). *Going viral*.
- Pelley, L. (2016). The messiness of modern breakups. The Toronto Star. Retrieved from: <https://www.thestar.com/life/relationships/2016/03/15/the-messiness-of-modern-breakups.html>
- Rainie, L. & Madden, M. (2015) Americans' privacy strategies post-Snowden. Retrieved from: <http://www.pewinternet.org/2015/03/16/americans-privacy-strategies-post-snowden/>
- Reeves, B., & Nass, C. I. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. Stanford, Calif: CSLI Publications.
- Rheingold, H. (n.d.) A slice of life in my virtual community. Retrieved from: https://www.cs.indiana.edu/docproject/bdgtti/bdgtti_18.html
- Sales, N.J. (2013). Friends without benefits. Retrieved from: <http://www.vanityfair.com/news/2013/09/social-media-internet-porn-teenage-girls>

- Scherker, A. (2014) Didn't read facebook's fine print? Here's exactly what it says. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2014/07/21/facebook-terms-condition_n_5551965.html
- Sherry, J. L. (2004). Flow and Media Enjoyment. *Communication Theory (14)* 4, 328-347.
- Toma, C. L., & Hancock, J. T. (2011). A new twist on love's labor: Self-presentation in online dating profiles. *Computer-mediated communication in personal relationships*, 41-55.
- Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. In M. L. Knapp & J. A. Daly (Eds.), *The handbook of interpersonal communication* (4th ed., pp. 443-479). Thousand Oaks, CA: Sage.
- Weisskirch, R. S., & Delevi, R. (2012). Its over b/n u n me: Technology use, attachment styles, and gender roles in relationship dissolution. *Cyberpsychology, Behavior & Social Networking*, 15, 9.
- Wright, K. B., Sparks, L., & O'Hair, D. (2008). *Health communication in the 21st century*. Malden, MA: Blackwell Pub.
- Wright, K.B. (2015). Computer-mediated support for health outcomes: Psychological influences on support processes. In S. S. Sundar (Ed.), *The handbook of psychology and communication technology* (pp. 488-506). West Sussex, England: Wiley-Blackwell.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Social Implications of Media Technologies Communication 3554

Instructor: Dr. Siyue

Summary: Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> • Weekly readings • Online video lectures • Bi-weekly online timed quizzes • Weekly discussion post • Reflection writing assignments • Online timed Exam • Online office hours • Ask the instructor discussion board post area
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> • Carmen LMS • Carmen Connect • MS Office 365
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the university suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course technology" section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

Reviewer Information

- Date reviewed: Mike Kaylor
- Reviewed by: 3/27/2017

Notes:

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (3 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Comm Analysis & Practice

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced