

Communication 3554: Social Implications of Communication Technology Fall 2017

Instructor: Jesse Fox, Ph.D.

Office hours: T 1:30-3:30 & by appt.

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Class Information: T/R 3:55-5:15, Bolz Hall 436

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 is 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/>.

Grading: The course will consist of 400 total points:

Exam 1: 100 points

Exam 2: 125 points

Assignments & in-class participation: 175 points

Project (incl. proposal, check-ins, presentation, packet): 125 points

Quizzes, in-class participation, & other activities: 50 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 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.

If you wish to earn extra credit in the course, you may a) participate in studies via C-REP or b) complete alternative written assignments provided via C-REP. You may earn up to six credits worth up to 3% of the course grade. Information on how to sign up for the C-REP pool will be available on Carmen. Please direct any questions regarding C-REP or requests for alternative assignments to Golnoosh Behrouzian at behrouzian.1@osu.edu.

*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. It is your responsibility to keep up with readings and lecture, track your performance, and make timely adjustments well before the end of the semester.

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 and get any news or updates from a classmate; notes will not be provided and slides are not posted online. 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.

* Assignments must be turned in via Carmen/Canvas. All written assignments should be submitted as a Microsoft Word document (i.e., .doc., .docx); all other formats are unacceptable and will be considered late. I do not accept late assignments. **If you do not submit a copy to Canvas AND a hard copy at the beginning of class, 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 <https://oaa.osu.edu/coamtensuggestions.html> .

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone use; or nonclass computer activity), threatening behavior, and negative participation (e.g., use of inappropriate language, derogatory speech, or prejudicial behavior) 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, etc.) and may be asked to leave class.

Device Policy: Computers will be used for in-class activities only. Laptops, tablets, phones, smartwatches, wearables, and other mobile device use is otherwise prohibited. 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.

Email Policy: 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 denied. 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 office hours. Updates to the course schedule or readings will be announced in class; it is your responsibility to stay apprised of these changes.

Inclement Weather: Unless the University is closed, you should assume class will be held. If I do not show up 30 minutes after the start of class, consider the class canceled. 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, Baker Hall, Room 098, or phone (614) 292-3307. Students with documented disabilities making requests must meet with me privately within the first three weeks of class to discuss reasonable accommodations.

Diversity Statement: 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 Statement: 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. If you or someone you know has been sexually harassed or assaulted, subject to domestic or dating violence, or stalked or otherwise threatened, 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. Information about confidential counseling through the Counseling and Consultation Service can be found at <http://www.ccs.osu.edu/> or (614) 292-5766.

Student Resources: College is not easy, and many students face personal issues or struggles that can affect their well-being. If you or someone you know has had a traumatic experience, is

facing serious physical or mental health issues, or is otherwise in need of assistance, Ohio State has a range of resources available to students. Some of these resources include OSU's **Counseling and Consultation Service** at <http://www.ccs.osu.edu/> or (614) 292-5766 and the Office of Student Life's Student Advocacy Center at <http://advocacy.osu.edu/> or (614) 292-1111.

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 respectful and professional manner when interacting interpersonally with classmates, teaching assistants, administrators, guests, and your professor; and the proficiency for clear and grammatical written work. I expect that you will attend every class and arrive prepared to discuss the material. In addition, I expect you to have developed the time management, responsibility, 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>
T 8/22		Course introduction	Syllabus; Shirky
R 8/24		What is communication technology?	F. C. "Industrial Society," 1995; Rheingold, 1994
T 8/29		Concepts, affordances, & theories	Reeves & Nass, ch. 1; Metzger, 2009
R 8/31	Group questionnaire	Concepts, affordances, & theories	McEwan, ch. 5; Joinson (p. 20-25)
T 9/5		Individual differences and factors	APA, 2017
R 9/7	Pitches due	Psychological effects	Huesmann et al., 2013
T 9/12		Psychological effects; Identity & selves	Twenge, 2017
R 9/14	Groups due	Identity & selves; group meeting	Joinson (p. 118-124); Turkle, ch. 8
T 9/19		Self-presentation & impression mgmt.	Turkle, ch. 9; Hunt, 2015
R 9/21		Self-presentation & impression management; group meeting	Toma & D'Angelo, 2017
T 9/26	Proposal due	Friendships	McEwan, ch. 7 & 8
R 9/28		Relationships, dating, & sex	Fox & Frampton, 2017; Roper, 2015
T 10/3		Relationships, dating, & sex; exam review	Sales, 2015; Singal, 2015
R 10/5	EXAM 1		
T 10/10		Intergroup communication	Citron, 2015
R 10/12	FALL BREAK – NO CLASS		
T 10/17		Intergroup communication	Senft & Noble, 2013
R 10/19	Project check-in	Social influence; group meeting	Meyer, 2014; Greenwald, 2015
T 10/24		Social influence	Yee, ch. 8
R 10/26		Health	Ahn & Fox, in press
T 10/31		Art, music, & creativity	Lange & Ito, 2010
R 11/2	Project check-in	News, education, & other contexts	Marwick & Lewis, 2017; Marcus, 2013
T 11/7		Legal & ethical implications	Hartzog & Selinger, 2013a, 2013b
R 11/9	Project check-in	Privacy; group meeting	Acquisti et al., 2015; Scherker, 2014
T 11/14		Privacy	Merchant, 2015
R 11/16	Project check-in	Project work day	
T 11/21		Emerging tech & future directions	Lanier, 2010, and/or TBA
R 11/23	THANKSGIVING -- NO CLASS		

T 11/28		Emerging tech; project finalizations	TBA
R 11/30	Project & presentation materials due	Presentations	
T 12/5		Presentations; exam review	

FINAL EXAM: Wednesday, December 13, 4 - 5:45 pm

Readings

Acquisti, A., Brandimarte, L., & Loewenstein, G. (in press). Privacy and human behavior in the age of information. *Science*, 347, 509-514.

Ahn, S. J., & Fox, J. (in press). Immersive virtual environments, avatars, and agents for health. In R. Parrott (Ed.), *Oxford encyclopedia of health and risk message design and processing*. New York, NY: Oxford.

American Psychological Association. (2017). *Stress in America: Coping with change*. Washington, DC: Author.

Citron, D. (2014). *Hate crimes in cyberspace*. Cambridge, MA: Harvard University Press.

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

Fox, J., & Frampton, J. (2017). Social media stressors in romantic relationships. In N. Punyanunt-Carter & J. S. Wrench (Eds.), *Swipe right for love: The impact of social media in modern romantic relationships* (p. 181-196). New York: Lexington Books.

Greenwald, T. (2015, January). Under the influence: How Facebook and Twitter and Candy Crush get us addicted to swiping and clicking and posting. *Wired*, 23, 76-77.

Hartzog, W., & Selinger, E. (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, W., & Selinger, E. (2013, January 17). Obscurity: A better way to think about your data than “privacy.” *The Atlantic*. Available at: <http://www.theatlantic.com/technology/archive/2013/01/obscurity-a-better-way-to-think-about-your-data-than-privacy/267283/>

Huesmann, L. R., Dubow, E., and Yang, G. (2013). Why it is hard to believe that media violence causes aggression. In K. E. Dill (Ed.), *The Oxford handbook of media psychology* (pp. 159-171). New York, NY: Oxford.

Hunt, E. (2015, November 3). Essena O’Neill quits Instagram claiming social media is not real life. *The Guardian*. Available at: <http://www.theguardian.com/media/2015/nov/03/instagram-star-essena-oneill-quits-2d-life-to-reveal-true-story-behind-images>

Joinson, A. N. (2003). *Understanding the psychology of internet behaviour: Virtual worlds, real lives*. New York, NY: Palgrave Macmillan.

Lange, P., & Ito, M. (2010). Creative production. In M. Ito (Ed.), *Hanging out, messing around, and geeking out* (pp. 243-294). Cambridge, MA: MIT Press.

Lanier, J. (2010). *You are not a gadget: A manifesto*. New York, NY: Alfred A. Knopf.

Marcus, J. (2013, September 12). 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/>

Marwick, A., & Lewis, R. (2017). *Media manipulation and disinformation online*. New York, NY: Data & Society.

McEwan, B. (2015). *Navigating new media networks: Understanding and managing communication challenges in a networked society*. Lanham, MD: Lexington Books.

Merchant, B. (2015, February 23). Looking up symptoms online? These companies are tracking you. *Vice*. Available at: https://motherboard.vice.com/en_us/article/539qzk/looking-up-symptoms-online-these-companies-are-collecting-your-data

Metzger, M. J. (2009). The study of media effects in the era of internet communication. In R. Nabi & M. B. Oliver, *The Sage handbook of media processes and effects* (pp. 561-576). Thousand Oaks, CA: Sage.

Meyer, R. (2014, September 24). Facebook's mood manipulation experiment might have been illegal. *The Atlantic*. Available at: <https://www.theatlantic.com/technology/archive/2014/09/facebooks-mood-manipulation-experiment-might-be-illegal/380717/>

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. New York, NY: Cambridge.

Rheingold, H. (1994). A slice of life in my virtual community. In L. M. Harasim (Ed.), *Global networks: Computers and international communication*. Cambridge, MA: MIT Press.

Roper, C. (2014, February). The data miner's guide to romance. *Wired*, 22, 76-81.

Sales, Nancy Jo. (2015). Tinder and the dawn of the "dating apocalypse." *Vanity Fair*. Available at: <http://www.vanityfair.com/culture/2015/08/tinder-hook-up-culture-end-of-dating>

Scherker, E. (2014, June 21). Didn't read Facebook's fine print? Here's exactly what it says. *Huffington Post*. Available at: http://www.huffingtonpost.com/2014/07/21/facebook-terms-condition_n_5551965.html

Senft, T., & Noble, S. U. (2013). Race and social media. In J. Hunsinger & T. M. Senft (Eds.), *Routledge handbook of social media* (pp. 107-125). Florence, KY: Taylor & Francis.

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

Singal, J. (2015). Has Tinder really sparked a dating apocalypse? *Science of Us*. Available at: <http://nymag.com/scienceofus/2015/08/has-tinder-really-sparked-a-dating-apocalypse.html>

Toma, C., & D'Angelo, J. (2017). In N. Punyanunt-Carter & J. S. Wrench (Eds.), *Swipe right for love: The impact of social media in modern romantic relationships* (pp. 147-162). Lanham, MD: Lexington Books.

Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books.

Twenge, J. (2017, September). Have smartphones destroyed a generation? *The Atlantic*. Available at: <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

Yee, N. (2014). *The Proteus paradox: How online games and virtual worlds change us--and how they don't*. New Haven, CT: Yale University Press.

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