

SYLLABUS

COMM 2540

Introduction to Communication Technology

Summer 2024 (8-week session 1 term)

3 credit hours

Online

COURSE OVERVIEW

This course is designed as an introduction to major communication technologies. The course will consider a range of older media and contemporary new media with a focus on societal, relational, and psychological effects.

Instructor

Qin Li, Ph.D. Candidate [pronouns: she/her] [li.10439@buckeyemail.osu.edu]

Office hours: Thursdays, 3:00-4:00pm EST [[Zoom link](#)] [PW: 534340] or by appointment

Teaching Assistant

Chelsey Sarante, MA Student [pronouns: she/her] [sarante.2@osu.edu]

Office hours: Tuesdays, 10-11am EST [[Zoom link](#)] [PW: 263182] or by appointment.

Prerequisites

Not open to students with credit for 240.

Course description

Current problems of the technologies markets and policies of new and developing media. This course will be delivered entirely online.

Course learning outcomes

This course is an introduction to major communication technologies and how people interact with and use them. Over the semester, we will discuss a range of older, contemporary, and emerging media. We will be considering and discussing the varying impact communication technologies have had on society, relationships, and individuals.

- Students will learn about the characteristics, functionality, and usage of communication technologies; a focus will be placed on identifying the unique properties of new communication technologies.
- Students will increase their knowledge of communication technology adoption and policy making.
- Students will increase their knowledge of the societal implications of traditional, new, and emerging communication technologies. Content will focus on historic, political, economic, relational, and psychological effects.
- Students will apply existing theory and research findings to better understand (1) their own use of communication technology, and (2) the possible effects of their technology usage.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course will be presented fully online in an asynchronous format. There will be no set meeting times or live components.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. The professor will provide a welcome video for the week that will include information about the week's content, updates about the course, and reminders for material that is due in the upcoming week.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Structuring your week: In online classes, it is especially important to maintain a

high level of attention to deadlines and hold yourself accountable to the course schedule. I strongly recommend using a calendar or planner, as well as setting up a regular schedule for this class and maintaining it throughout the semester. Here is a structure I recommend for organizing coursework over a week (of course, make adjustments as appropriate):

Monday:

- Watch WV to get a sense of the week's materials and topics.
- Open and review R&R and reading quiz (note: you can open quizzes and return to them later; they are not timed; make notes of topics or concepts covered in the quizzes so you recognize them in the weekly materials).
- Watch the first lecture video and read the first reading in the module immediately before the lecture.
- Take notes as you watch the lecture video and answer any quiz questions that you learn the answers to from the lecture or other assigned materials.

Tuesday:

- Watch the second lecture video and read the second reading in the module.
- Take notes as you watch the lecture video and answer the remaining quiz questions that you learn the answers to from the lecture or other assigned materials.
- Come to Chelsey's office hours if you have any question about assignments.

Wednesday:

- Watch the last lecture video, read the last reading, and read/watch any remaining materials in the module.
- Take notes as you watch the lecture video and answer the remaining quiz questions that you learn the answers to from the lecture or other assigned materials.

Thursday and Friday (or any other day after you've completed all module materials):

- Complete the R&R assignment or Checkpoint.
- Review and submit the reading quiz.
- Review your notes and organize them in a way that would help you easily navigate them eventually for the exam.
- Come to Qin's office hours on Thursday if you have any question about materials and assignments or any general questions/concerns.

Sunday:

- New module and welcome video (WV) become available by 12 pm on Sunday.
- **All assignments are due on Sundays at 11:59 pm**

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 weekly assignments, you can generally expect feedback **within 7-10 days**. Written assignments can expect feedback **within 2-3 weeks**.

E-mail

We will reply to e-mails within **24 hours Monday-Friday**. If you email us Friday at 8pm, we will reply next Monday by 5pm. **Please plan ahead and email by Thursday to avoid any delay over the weekend.**

Discussion board

We will check and reply to messages in the discussion boards every **48 hours on school days**.

Common issues to avoid...

- **Carmen mail/messenger + submission comments.** These are unreliable forms of communication, and the instructors will not check them regularly.
- **Weekend + evening emails.** Under most circumstances, we will respond to messages of this sort on the next business day.
- **Sending emails NOT from your OSU email.** Messages to our OSU accounts from non-OSU email services are regularly marked as spam and since their OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
- **Unprofessional emails.** Please ensure that your email messages are professional and informative by including your course info in the subject line, a salutation, adequate yet concise body text, closing, and your full name.
- **Emails that require immediate attention.** We aim to answer emails with 24 hours of receipt on business days. Be proactive and plan ahead.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Carr, C.T. (2021). *Computer-mediated communication: A theoretical and practical introduction to online human communication*. Rowman & Littlefield. (ISBN: 978-1-5381-3171-8)
- [Additional readings and lecture materials will be posted on Carmen.]

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.odee.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](#)
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom 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 Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide

- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **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
- Web cam and microphone

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 INSTRUCTOR RESPONSE

How your grade is calculated

Assignment	Points and Percentage
Reading Quizzes	8 x 5 points each = 40
Reflections and Reaction Discussions	6 x 10 points each = 60 (50 required + up to 10 extra points)
Checkpoints	2 x 2.5 points each = 5
Exams	2 x 25 points each = 50
(Optional) Extra Credit	3 points
TOTAL for 100% score in the course	145 points
TOTAL possible	158 points

See the course schedule below for due dates.

Descriptions of major course assignments

Reading Quizzes (8 x 5 pts)

All quizzes will be administered on Carmen. The quizzes will be open book/notes and cover material from the textbook and readings. The purpose of the quizzes is to draw your attention to key concepts in the readings and other course materials. Students may use any materials related to the course to complete the quizzes, but they may not collaborate on them. The quizzes are non-cumulative but some of the material on the quizzes may reappear on exams. The quiz description in Carmen will state which material each quiz covers. Students may take quizzes twice and we will keep the highest grade earned.

Reactions and Reflections (R&R) (6 x 10 pts)

During the 8-week course, you will receive a prompt each week that requires you to complete a task related to the course. This task may include reading, watching videos, playing video games, or other activities. The prompt will ask you to reflect on this experience and write a short essay about it. Your response for each R&R is due by Sunday at 11:59 pm EST.

There will be a total of six R&R papers, **but you only need to complete five of them.** This means that you could choose to skip one of the R&Rs and still have the chance to achieve a 100% score in the course. **Alternatively, you can complete all six R&Rs and earn up to 10 extra points.** I recommend the latter approach. This way, if you lose points during the course, you can always make them up by completing the extra paper.

Expectations for the R&Rs are provided on Carmen. There is no minimum length for your reflection, but it will be graded on how accurately and comprehensively you can apply specific course materials to your experience. You are required to use APA to format your papers and properly cite your references. No title page is

necessary.

Checkpoints (2 x 2.5 pts)

Taking a completely online course has many conveniences. However, we miss out on some of the face-to-face interaction that helps instructors gauge how students are doing and feeling. That's why I've included two checkpoints throughout the term. During the exam weeks (Week 4 and Week 8), you will not have an assigned reading and response (R&R). Instead, I'll ask you to complete a brief questionnaire about your opinions on different aspects of the course. I will also ask you to write down any general questions you might have, or concepts that you still don't understand, or need clarification on. These checkpoints are graded on a scale of 2.5 points based on thoroughness and completion (2.5 = complete and thoughtful responses, 1.5 = complete but responses were incomplete or superficial, 0 = incomplete).

Exams (2 x 25 pts)

Two exams will be administered through Carmen, each consisting of a combination of multiple choice, true/false, and matching style questions. The exams will primarily cover the section of the course leading up to the exam, but a strong understanding of prior concepts is crucial in order to apply them to later concepts. Questions will assess your definitional understanding of the material covered in lectures and readings, as well as your ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts.

Extra credit (up to 3 pts):

Students may earn up to three points of extra credit (2% of the final grade) by participating in ongoing research in the School of Communication. One hour of research participation is equal to one point of extra credit. **You must complete all participation of research by June 21st at 9PM, or request alternative assignment by June 21st at 9PM and submit the alternative assignment by June 28 at 9PM to earn credit.** A non-research participation alternative is available if you wish to earn credit, but do not wish to participate in or are ineligible to participate in a research study. Check out the CREP student manual and the video guide on Carmen (You can find them under "Modules" -> "Welcome and Resources") to learn about research participation.

Late assignments

Policy for assignments

- Quizzes and exams are open for a duration of time and the window in Carmen will close. The quiz or exam will not be re-opened unless University or medical documentation is provided.

- Discussions will be subject to the late deduction if the initial post is not completed on time. Partial credit will be awarded to discussions with an initial post and no responses. At the response due date, the board will close and will not be re-opened. Students unable to participate in the discussion should follow the makeup procedure listed below and request an alternate assignment.
- Assignments are to be turned in (and fully uploaded) on time at 11:59 p.m. EDT/EST. At midnight, **a 20% deduction** will apply. There will be a 20% deduction for every day the submission is late. No submissions will be accepted after 4 days without University or medical documentation. It may take some time for your file to upload. Assignments are provided at the opening of the module, if not before. Technology issues at the last minute do not qualify for extensions.
- Each student may take advantage of a one-time, one-week extension during the semester. If you would like to utilize your extension, please email the instructor and TA. You do not need to provide an explanation. Please note, we will be keeping track and only one undocumented extension will be granted. This must be requested no later than the due date of the assignment and the work must be completed by the end of the following week.

Makeup request (excused absence)

Makeups or extensions due to medical issues or University-related travel may be requested and late penalties will be excused. Documented makeups should be requested prior to the due date if possible, even if documentation has not yet been obtained. In case of a medical matter or emergency, makeups should be requested within one week of the assignment deadline.

As these assignments are due late in the evening, the instructor may not be able to immediately respond to last minute requests for makeup. Please contact the instructor and TA as soon as you know a makeup will be necessary. We will review and get back to you as soon as we are able. Please do not send multiple messages with the same request if we are unable to answer immediately.

Most assignments are open for a week (sometimes more) and may be turned in at any time during the week. Please plan accordingly and do not wait until the last minute. Situations such as getting called into work at the last minute, transportation issues, falling asleep while studying, etc. are not eligible for documented makeup. Please see the one-time extension option listed above.

Providing documentation

Please do not send photos or videos as proof of your illness or injury. I often read student emails while eating at my desk or enjoying my coffee. Photos of this nature do not aid digestion.

If you are escorting a friend or family member to an appointment/ urgent care/ emergency room visit, please request a caretaker or companion excuse note from the facility. This should be requested at the time of the appointment and should be provided

to you at no charge



Professionalism

You must ensure that the work you submit is correct. Submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check on the integrity of your work immediately following submission. I will not inform you if your work fails these standards. If I cannot view your work, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

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 have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be, because it's not fair to other students.

OTHER COURSE POLICIES

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: The School of Communication encourages students to practice professionalism in all communications, including those conducted online. The instructor and TA both work very hard to provide a positive learning experience. 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. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Emails, items turned in to Carmen (discussions, assignments, etc.) and social media posts that are disruptive to the proceedings of class or threatening (implicitly or explicitly) toward students, teaching assistants or instructors, violate the Student Code of Conduct and may be reported to the Office of Student Conduct.

The Counseling and Career Services [netiquette](#) (internet etiquette) guide provides students with tips for professional online 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, please use APA style. For online sources, be sure to include a link.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

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 at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Academic integrity policy

Policies for this online course **(READ CAREFULLY)**

- **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.
- **Using generative artificial intelligence:** Generative artificial intelligence, such as Chat GPT should not be used to complete work in this course, unless explicitly stated in the assignment directions. While it may be useful for finding sources or gathering ideas, an assignment completed using generative AI does not adequately demonstrate your comprehension and application of the course materials.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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 Student Life Disability Services (SLDS) know immediately so that you can privately discuss options. To establish reasonable accommodations, they may request that you register with SLDS. After registration, make arrangements with your instructors 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. Students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by SLDS.

COURSE SCHEDULE

The schedule below is tentative and subject to change. A log of documented changes is available at the bottom of this page for any adjustments to the schedule.

Please refer to the weekly modules for the most up-to-date material list. All materials, readings, and videos are available via the modules.

Typical weekly structure: New modules for each week will open on Sunday mornings. Generally, assessments for the week are due on the following Sunday at midnight

Week	Theme	Topics, Readings, and Activities
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<p>1 (5/7 - 5/12)</p>	<p>Intro to Communication & Technology</p>	<p>Topics: 1. Communication & Technology 2. Grand Innovations & the Internet 3. Dystopias & Utopias</p> <p>Readings: – Syllabus – CMC Ch. 1 – CMC Ch. 2 (pp. 14-22) – Jarvis</p> <p>Activities: Quiz 1; R&R 1</p>
<p>2 (5/13 - 5/19)</p>	<p>Diffusion & Access</p>	<p>Topics: 1. Adoption & Diffusion 2. Access & Ability</p> <p>Readings: – CMC Ch.2 (pp. 22-35) – CMC Ch. 13 (pp. 271-275)</p> <p>Activities: Quiz 2; R&R 2</p>
<p>3 (5/20 - 5/26)</p>	<p>Theories & Principles I</p>	<p>Topics: 1. Media Richness Theory & Cues Filtered Out 2)) 2. CASA & Media Equation 3. Social & Hyper-personal</p> <p>Readings: – CMC Ch. 3 – CMC Ch. 4 – Gambino</p> <p>Activities: Quiz 3; R&R 3</p>
<p>4 (5/27 – 6/2)</p>	<p>Theories & Principles II</p>	<p>Topics: 1. Stereotypes & Anonymity 2. Avatars & Agents</p> <p>Readings: – CMC Ch. 5 – Greene – CMC Ch. 9 (pp. 173-181) – Intro to the Proteus Effect (Medium)</p> <p>Activities: Quiz 4; Checkpoint 1; Exam 1</p>

<p>5 (6/3 - 6/9)</p>	<p>Support & Activism</p>	<p>Topics: 1. Alone & Together (social support) 2. Influence and Activism Readings: – CMC Ch. 10 (pp. 185-197) – CMC Ch. 11 (pp. 209 - 224) Activities: Quiz 5, R&R 4</p>
<p>6 (6/10 - 6/16)</p>	<p>News, personalization & Surveillance</p>	<p>Topics: 1. Surveillance & Security 2. Bubbles & News 3. Personalization & Devices Readings: – CMC Ch. 10 (pp. 199-208) – CMC Ch. 12 (pp. 235-263) – Zuiderveen Borgesius et al. – Garrett Activities: Quiz 6, R&R 5</p>
<p>7 (6/17 - 6/23)</p>	<p>Love & Hate</p>	<p>Topics: 1. Deception & Trust 2. Online & Disinhibited 3. Love & Hate Readings: – CMC Ch. 11 (pp. 224-233) – Markowitz – Selkie; Graham – Emerging technology (MIT) Activities: Quiz 7, R&R 6</p>
<p>8 (6/24 – 6/30)</p>	<p>Vulnerable & lonely</p>	<p>Topics: 1. Vulnerable & Lonely I (infants) 2. Vulnerable & Lonely II (elders) Readings: – CMC Ch. 8 – Bowman – Osmanovic & Pecchioni Activities: Quiz 8, Checkpoint 2, Exam 2</p>