COMM 3554: Social Implications of Communication Technology
SPRING 2025

Class Meeting Time & Locations
Tuesdays (in person): 9:35–10:55 am; Journalism Building 360
Thursdays (online): asynchronous

Faculty Instructor: Bingjie Liu, Ph.D.
Pronouns: she/her/hers
Email: liu.11321@osu.edu
Office Hours/Student Hours
- Time: Mondays 3–4 pm ET + by appointment
- Locations: Zoom (Please see Carmen for access.)

Course Overview

Course Description

This is an upper-level course on the social implications of communication technology. We will analyze the individual, interpersonal, and societal impact of many communication technologies such as social networking sites, artificial intelligence, video games, and virtual reality. We will also cover important issues that cut across multiple technologies, such as privacy, digital deception, and cyberbullying.

Course Learning Objectives
Upon completion of this course, students will 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, and
6. To develop strategies for improving the design of communication technologies

Mode of Delivery. This course is delivered in **HYBRID** mode.
- On Tuesdays (9:35 to 10:55 am), class meets in person.
- On Thursdays, class does not meet. However, students should reserve the time from 9:35 to 10:55 am for class-related activities done remotely.

Please see the Course Schedule table at the end of this syllabus for more information on the weekly activities and important dates.

Credit Hour and Work Expectation. 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.

Course Materials. All course-related materials (e.g., videos, readings, assignment instructions) will be accessible through our Carmen Canvas course site. Reading materials are detailed on page 14–17 of the syllabus, presented after the schedule.

Assignments and Grading Policies

Overview. Your class performance will be evaluated based on the following grading categories.

Assignment	Points	Percentage
Attendance	60	12%
Weekly discussions	120	24%
Applied group project	120	24%
Knowledge checks	100	20%
Exam	100	20%
Total	500	100%

The following grading scale will be used in this course:

A = 93%–100%	A− = 90%–92.99%	B+ = 87%–89.99%	B = 83%–86.99%
B− = 80%–82.99%	C+ = 77%–79.99%	C = 73%–76.99%	C− = 70%–72.99%
D+ = 67%–69.99%	D = 60%–66.90%	E = 0%–59.99%	

You can view your grades using the **Grades** button in the Carmen course navigation. Refer to instruction in this link: how to view your grades on Canvas.

Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me through **Carmen mailbox**. Please do not post your personal concerns in a discussion forum.

Attendance (1.2% * 12 – 1.2% * 2 = 12%)
Attendance is very important for learning in this class. Excluding Week 1, there are 12 lectures throughout the semester that require in-person attendance. Each in-person attendance is worth 6 pts, 1.2% of the total grade. Two with the lowest grade will be dropped, which means up to **two** unexcused absences are permitted without penalties.

Weekly Discussion (2% * 13 − 2% = 24%)
There will be 13 weekly discussions throughout the semester. Each weekly discussion is worth 10 pts, 2% of the total grade. The one with the lowest grade will be dropped. All discussions take place online, on the Discussion Board of Carmen.

In Week 1, the "discussion" will be self-introduction and responding to other's self-introduction. The rest of 12 discussions will be focused on the learning topic of that week. The discussions are expected to help you deepen the understanding of concept and theories of that week.

Participation in the weekly discussion requires **two parts that are due at different time points**:

1) Writing a discussion prompt (5 pts, due Mondays at noon, i.e., by 11:59 AM)
Each student is responsible to submit one discussion prompt based on the learning materials of that week. The discussion prompt should include two components:
   a) A brief statement of your biggest takeaway
   b) A thought-provoking discussion question

   Evaluations of the discussion questions. The questions you raise will be used to further class discussion. Therefore, the quality matters. A good discussion question should be designed to spark discussion, help extend our understanding of the topic, allow us to debate or critique the content theoretically or practically, examine the topic from different perspectives, or come up with solutions for the social, cultural, or behavioral issues associated with the topic.

   Your question should be relevant to the learning materials of that week. When applicable, be sure to direct us to specific passages, arguments or sections of the learning materials that highlight the salient passages for your question. It could be about something from the reading that you didn't understand, or something that resonated with you. Your questions should show that you have **critically** read and thought about some of the issues the authors have addressed. A question that is thoughtful as well as thought-provoking will be awarded full points whereas one that perfunctorily seeks factual answers will be awarded minimal points, if at all.

   Please do not hesitate to critique the learning materials, compare readings, or apply the learning materials to real-world examples in your discussion questions.

2) Responding to a discussion question raised by another student (5 pts, due Fridays 11:59 PM)
Each student is required to respond to a discussion question raised by another student. The response should be posted on Carmen no later than Fridays 11:59 pm.

Evaluations of response to discussion questions. Similar to the expectations for discussion questions, responses to the discussion questions are also expected to be thoughtful and creative. A good response should help extend our understanding of the topic, provide different perspectives, or come up with solutions for the social, cultural, or behavioral issues associated with the topic.

Specifically, response should be based on evidence and/or theoretical rationales. Your response should show that you have critically read and thought about the context of the discussion question. You are most welcome to use your personal experience to illustrate your point, but statements should be backed up by solid arguments. Please do not hesitate to critique readings, compare readings or apply readings to real-world examples in your response to discussion questions.

A response that is thoughtful and solid (i.e., based on evidence and/or theoretical rationales) will be awarded full points whereas one that perfunctorily provides Yes/No answers will be awarded minimal points, if at all. When picking discussion questions to respond to, please avoid questions that seek for factual answers. Such questions are discouraged in the first

place, but in case they are posted however, you should avoid answering such questions as it may limit your ability to expand and deepen your thoughts and thus hurt your grade.

Applied Group Project (24%)
In the second half of the semester, students will work in groups to develop a proposal for designing a new technology or improving an existing technology. This assignment is meant to be an opportunity for you to apply what you have learned to achieve an objective of your choice. This group project is worth 120 pts, 24% of the total grade.

This project includes three parts
- Part 1. A written proposal
- Part 2. A group presentation
- Part 3. A peer review form

Details of the instructions and grading criteria for each part will be released on Carmen.

Knowledge Checks (10% * 2 = 20%)
Throughout the semester, there will be two knowledge checks to test your knowledge of the material in low-stakes situations. They are designed to assess how well you have understood the key concepts and theories covered in this class. Each check is worth 50 pts, 10% of the total grade.
- Knowledge checks will be graded in a quiz-like format, containing multiple choice, matching, and T/F questions.
- For each knowledge check quiz, you have **up to 3 attempts**, with the highest grade being recorded.
- Knowledge checks will be open book/notes and cover material from the readings, module content, and lectures.
- Knowledge checks are non-cumulative. That is, Knowledge Check 1 will cover topics in the first half of the semester, and Knowledge Check 2 will cover the topics in the second half of the semester.
- Specific due dates are listed in the course schedule.

Exams (20% * 1 = 20%)
There will be one final exam over the course of the semester as scheduled in the syllabus, which is worth 100 points, contributing 20% of the overall course grade. Exam content will be based on the learning materials (i.e., readings, lectures, and any supplemental information provided throughout the course). The exams may feature a combination of multiple-choice, T/F, and short answer items.

Course Policies

Deadlines. Due time for all assignments is noted in the Course Schedule table at the end of this document. All deadlines are in Eastern Standard/Daylight Time (EST/EDT).

Professionalism in Submissions: Corrupt or Incomplete Work Receives No Credit. You must ensure that the work you submit is correct, uncorrupted, accessible, and complete. 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. Your instructor or TA will **not** inform you if your work fails these standards. If the instructors cannot view your work when beginning to grade it, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

Late Assignments.

1) **Late Submission Penalty and How to Submit**
Unless noted otherwise, students may submit assignments late with a penalty. Penalties for late work increase cumulatively. Submitting work **one day after the deadline (including weekends) yields a −15% point penalty** for the submission. For each additional day after the deadline, you lose an additional −15% off the submission. This means if you submit an assignment late for a week (i.e., 7 days), even if the content you submit is perfect, you will still get a zero (7 × 15% = 105%). In other words, late submission will **not be accepted if it is late for a week or longer**.

If you have an emergency or illness that precludes you from meeting a deadline, please let us know that right away. Provided that the emergency is brought to my attention within 24 hours of the deadline and can be documented, late penalties may be waived.

2) **Deadlines Will NOT Be Extended for Technological Problems**
In an online course, it is your responsibility to have consistent access to a reliable Internet connection and all required software noted above. You should build in extra time to resolve technical problems so that you are able to do that while still meeting deadlines. For assistance with tech issues, please contact OCIO (details provided below in section on technology). Deadlines will **not** be extended for technological problems.

Turnaround/Feedback. Grades and feedback of assignments will generally be given within two weeks after the deadline.

Grade Appeals. You may send your professor an email to instigate a grade appeal within **1 week** after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade. To initiate an appeal, please download and submit the form "COMM 3554 Grade Appeal Form" (in the "Get Started Here" module in Carmen, under "Resources") via email to your professor.

Course Leave. If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let Dr. Liu know of your situation as soon as practical when you become aware of the need for leave (either the day you learn of the need or the next workday). If you qualify for leave, you can make up missed work up to 7 days prior to your leave request. Be proactive and let us know as soon as possible if you think you need leave. **The professor will not grant leave retroactively**. For example, if you qualify for leave in week 2 but request leave in week 5, you cannot earn credit for work due in weeks 2 & 3. Course leave is similar to OSU's Family and Medical Leave (FML; see here for more information.) and the professor will consider such requests on a case-by-case basis.

Peer Interaction and Public Work. The structure of this course incorporates public posting and peer interaction. If you are not comfortable with this, I recommend you drop this course as I will not make any accommodations to this structure.

Use of Generative AI. This course continues to use traditional writing assignments. Since 2023 it is possible to use large language models to create answers for these assignments. However, the goal of the course is for you, the student, to demonstrate an understanding of the material. It is a waste of everyone's time to submit a piece of written work that you don't understand. So, I reserve the right to check this in a ten-minute oral exam covering what is in the assignment. You will obtain your grade if you can show me that you own what you submitted.

Tentative Nature of Syllabus. This syllabus represents an agreement between the students and the professor, Dr. Bingjie Liu. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the professor's modification with notice via Carmen to students.

Communication Policy. There are several ways to ask questions or communicate about your requests to the professor.

> When you have a question about the class, you should first check the syllabus. If the syllabus does not answer your question, you may reach out to the professors via the following methods.

1) Zoom Office Hours
The instructor holds regular office hours weekly. No appointment is needed during the regular office hours. If the schedules do not work for you, please email to schedule a meeting.

2) Email your instructor

    a. **Email the Professor via Carmen "Inbox" (Primary)**
       The best way to reach Dr. Bingjie Liu is to email her in Carmen Canvas using the "Inbox," because it automatically includes the course information and your information.

    b. **Email the Professor via OSU Email (Secondary)**
       In cases when Carmen is not usable (e.g., system is down for technical reasons), the secondary way to reach the professor is to email her at liu.11321@osu.edu. When you do so, please make sure to include the **course name** (e.g., COMM 3554 Social Implications of Communication Technology), **your name**, and **your purpose** in the email subject line. Consider this example: **"COMM 3554 Jane Smith Schedule an Appointment."** The professor is teaching multiple classes and 250+ students. Emails that meet this requirement will help her identify you and respond to your needs faster. Emails fail to meet this requirement may result in late response.

3) Professor's Response Time
I do my best to reply to all emails in a timely manner (typically within 24 hours; in some cases, within 48 hours, or even longer time if your requests require further checking with

other entities). If you do not hear back from me within 48 hours (business days only), please feel free to nudge me by following up. Note that emails sent after hours (e.g., around or after 5 pm) or on weekends will not be replied to until at least the next business day.

4) **Expectations on You**
   a. It is important that you use and regularly check your **OSU email account** and make sure you have regular access to the **Carmen**.
   b. Always use your OSU email account when sending an 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.
   c. Close the email with your full name. Each of your instructors is engaging with hundreds of students this semester. Making your identity clear as the sender of a message will aid us in communicating with you more efficiently.
   d. Do not use the "comment" function in the assignment submission page to communicate with your professor. It does not notify anyone and will likely be missed.

5) **Tips for Emailing Your Professor and Peers**
   a. Know your audience and purpose. Thinking about who will read your email and why you are sending the email will make writing easier.
   b. Stick to one or two topics per email. Reading long texts can be overwhelming; stick to the point.
   c. Ask for a response (if you need one). Using a question in the body of the email or adding a farewell line that simply states "a response is appreciated" is a way of requesting a response.
   d. Revise your work. Checking for proper spelling and punctuation is essential. Remember that an email doesn't use the same conventions as a text.
   e. Think before you click. Check your syllabus or talk to a peer before sending an email. Sometimes the answer to your question is found in your syllabus. For sensitive issues, try your professor's office hours instead of sending an email.

Course Technology

OSU IT Service Desk. 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://it.osu.edu/help, and support for urgent issues is available 24 × 7.

- **Self-Service and Chat support:** https://osuitsm.service-now.com/selfservice/
- **Phone:** 614-688-HELP (4357)
- **TDD:** 614-688-8743
- **Email:** servicedesk@osu.edu

Carmen Canvas. Carmen Canvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit 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

Carmen Zoom. Office hours will be held remotely through Ohio State's conferencing platform, Carmen Zoom. 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. More information on Carmen Zoom can be found here: Carmen Zoom

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 to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a plagiarism prevention system, available to instructors. Turnitin will generate originality reports when you submit your work, which will be evaluated in compliance with Section A of OSU's Code of Student Conduct. For more information about Turnitin, please see the vendor's guide for students. Note that submitted assignments become part of the OSU database.

University Policies and Guidelines

Academic Misconduct. All work should be your original work. You must use citations when presenting ideas that are not your own using APA style. You must complete all submitted work by yourself. You may not reuse work from a past or current semester. 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.

Disability Services. Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu.

Sexual Misconduct/Relationship Violence. 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.

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:

1.   Online reporting form at equity.osu.edu,

2.   Call 614-247-5838 or TTY 614-688-8605,

3.   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.

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.

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. Students must consider copyright law before copying, retaining, or disseminating materials outside of the course.

Student Life Issues. 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 are or someone you know is 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. 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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at https://988lifeline.org/.

Student Academic Services. Academic Services' website provides support for student academic success. Students can obtain information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors at https://advising.osu.edu/.

Religious Accommodations. It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing **no later than 14 days** after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Campus Free Speech Policy. Our Shared Values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The Campus Free Speech policy adopted in May supports this commitment.

Course Schedule

* The schedule below is tentative and subject to change.
**All materials, readings, and videos are available via the modules on Carmen.

Week	Date M/D	Topics & Readings	Assignments
Part 1. Introduction			
1	1/7	**Introduction to the course** Readings • Syllabus • "F.C." (1995) • Ruben (2016) • Pain (2016)	• Discussion 1 self-introduction due in class • Discussion 1 response due Friday 11:59 pm
2	1/14	**Perspectives in studying social implications of communication technology** Readings • Walther et al., (2015) • Fox & McEwan (2017)	• Discussion 2 prompt due Monday noon • Discussion 2 response due Friday 11:59 pm
Part 2. Communication Technology and Self			
3	1/21	**Self-presentation, technology, and self-concept** Readings • Choi et al. (2020) • Fox & Vendemia (2016) • Kang & Liu (2019)	• Discussion 3 prompt due Monday noon • Discussion 3 response due Friday 11:59 pm
4	1/28	**Technology and extended cognition** Readings • Sparrow et al. (2011) • Hamilton et al. (2024) • Gil de Zúñiga et al. (2017)	• Discussion 4 prompt due Monday noon • Discussion 4 response due Friday 11:59 pm
Part 3. Communication Technology and Communication			
5	2/4	**Technology and information environment** Readings • Huang & Yang (2024a) • Huang & Yang (2024b)	• Discussion 5 prompt due Monday noon • Discussion 5 response due Friday 11:59 pm
6	2/11	**Technology and communication source, mode, and content** Readings • Liu et al. (2023) • Hamilton et al. (2021) • Anderl et al. (2024) • Wang et al. (2019)	• Discussion 6 prompt due Monday noon • Discussion 6 response due Friday 11:59 pm
7	2/18	**Producing messages with technology** Readings	• Discussion 7 prompt due Monday noon • Discussion 7 response due Friday 11:59 pm

		• Sheer (2020)	
		• Vallin (2023)	
		• Poddar et al. (2023)	
		• Sharma et al. (2023)	
**Part 4. Communication Technology and Social Relationship**
8	2/25	**Computer-mediated communication and interpersonal relationship** Readings • Walther et al. (2015) • Rains et al. (2019) • Choi & Taylor (2024) • Yao et al. (2024)	• Discussion 8 prompt due Monday noon • Discussion 8 response due Friday 11:59 pm • **Knowledge Quiz 1 (available the whole week, due Sunday 11:59 pm)** • **Form groups for the group project**
9	3/4	**AI-mediated communication and relationship** Readings • Liu et al. (2024) • Purcell et al. (2024) • Taylor & Chen (2024)	• Discussion 9 prompt due Monday noon • Discussion 9 response due Friday 11:59 pm • **Pitch project idea**
10	3/11	Spring Break No Class	
11	3/18	**Social relationship with technology** Readings • Gambino et al. (2020) • Li & Zhang (2024) • Lin (2024) • Xu et al. (2024)	• Discussion 10 prompt due Monday noon • Discussion 10 response due Friday 11:59 pm
12	3/25	**Mobile technology and connectivity** Readings • Bayer et al. (2020) • Bayer et al. (2022) • Lee et al. (2020) • Vorderer et al. (2017)	• Discussion 11 prompt due Monday noon • Discussion 11 response due Friday 11:59 pm
13	4/1	**The dark side of online communication: cyberbully and trolling** Readings • Lee et al. (2021) • Spears (2017) • Jiang et al. (2023) • Palomares & Wingate (2020) Working on Group Project	• Discussion 12 prompt due Monday noon • Discussion 12 response due Friday 11:59 pm
14	4/8	**Life in alternative realities** Readings • Yee et al. (2009) • Sundar et al. (2017) Working on Group Project	• Discussion 13 prompt due Monday noon • Discussion 13 response due Friday 11:59 pm
**Part 5. Wrapping Up**

15	4/15	Group Project Presentation Exam Review	• **Group project paper due** • Teaching evaluation • **Knowledge Quiz 2 (available the whole week, due Sunday 11:59 pm)**
16	4/23	Final Exam (Final begins on 23rd)	• **Final Exam**

Tentative nature of this syllabus. This syllabus is an agreement between the instructor Dr. Bingjie Liu and the student. Events that transpire over the semester may require me to modify the syllabus. In the event I need to modify the syllabus, I will announce the modification via an email to the class on Carmen. However, it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

By staying enrolled in this class, the student agrees to abide by the policies described in the syllabus.

Reference List

Week 1 Introduction to the Course
Syllabus

"F.C." (1995). Industrial society & its future. [excerpts] *Washington Post*.

Ruben, A. (2016, January 20). How to read a scientific paper. *Science*.
https://www.sciencemag.org/careers/2016/01/how-read-scientific-paper

Pain, E. (2016, March 21). How to (seriously) read a scientific paper. *Science*.
https://www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper

Week 2. Perspectives in Studying Social Implications of Communication Technology
Walther, J. B., Van Der Heide, B., Ramirez, A., Burgoon, J. K., Peña, J. (2015). Interpersonal and
hyperpersonal dimensions of computer-mediated communication. In S. S. Sundar (Ed.). The
handbook of the psychology of communication technology (pp. 1–22). Wiley.

Fox, J., & McEwan, B. (2017). Distinguishing technologies for social interaction: The perceived
social affordances of communication channels scale. *Communication Monographs*, *84*(3), 298–
318. https://doi.org/10.1080/03637751.2017.1332418

Week 3. Self-Presentation, Technology, and Self-Concept
Choi, S., Williams, D., & Kim, H. (2020). A snap of your true self: How self-presentation and
temporal affordance influence self-concept on social media. *New Media & Society*,
https://doi.org/10.1177/1461444820977199

Fox, J., & Vendemia, M. A. (2016). Selective self-presentation and social comparison through
photographs on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, *19*(10),
593–600. https://doi.org/10.1089/cyber.2016.0248

Kang, J., & Liu, B. (2019). A similarity mindset matters on social media: Using algorithm-generated
similarity metrics to foster assimilation in upward social comparison. *Social Media+ Society*,
5(4). https://doi.org/10.1177/2056305119890884

Week 4. Technology and Extended Cognition
Sparrow, B., Liu, J., & Wegner, D. M. (2011). Google effects on memory: Cognitive consequences
of having information at our fingertips. *Science, 333*(6043), 776–778.
https://doi.org/10.1126/science.1207745

Hamilton, K. A., Ward, A. F., & Yao, M. Z. (2024). Mind or machine? Conversational internet
search moderates search-induced cognitive overconfidence. *Journal of Media Psychology:
Theories, Methods, and Applications.* Advance online publication. https://doi.org/10.1027/1864-
1105/a000419

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