COMM 7850: Communication Technology

Professor: Dr. David DeAndrea   **Location:** Derby Hall 3116 or Zoom
Email: deandrea.1@osu.edu   **Time:** Tu/Th 2:20pm-3:40pm
Office Hours: By appointment via Zoom   **Office:** Derby Hall 3066

Course Objectives:

1. You will be able to explain many of the theories used in the social scientific study of computer-mediated communication.

2. You will be able to explain many of the research findings uncovered in the social scientific study of computer-mediated communication.

3. You will be able to explain theories and research findings that are important to your interests as a scholar.

4. You will develop skills that enable you to critique computer-mediated communication research.

5. You will be able to identify strengths and weaknesses of computer-mediated communication research and apply these lessons to your own program of research.

Mode of Delivery:
This is a hybrid course. The default mode of instruction will be in-person. Students will be emailed in advance if sessions occur via Zoom.

Assignments: 100 possible points

• Discussion questions and participation: 20pts.
• Final paper outline: 15pts.
• Session leader: 15pts.
• Final paper presentation: 15pts.
• Final paper: 35pts.

Readings, Discussion Questions, and Participation:
Reading Expectations and Advice. The success of seminar-style courses largely revolves around the quality of discussion that takes place. <u>This means that it is essential for everyone to carefully read the assigned articles prior to class AND be prepared to speak knowledgeably about the content of assigned readings.</u> The aim is to go beyond understanding and accurately conveying the content of articles; you are also expected to begin developing or honing your ability to critically evaluate academic research. Some tips that might assist you in the process are to take notes or write brief summaries for each reading. This can help ensure that you recall important aspects of the readings and thus are able contribute to classroom discussion. Reading an article a day or two in advance and showing up to class without revisiting its content likely will inhibit your ability to contribute to classroom discussion. For this specific course, a non-exhaustive list of critical components of articles with which you should be familiar include:

- The scope of the investigation (what is and is not examined)
- The theory or theories that guide the hypotheses and their central logic

- What do the hypotheses specifically predict?
  - Consider the quality of the logic/evidence to support the predictions
- What methods are employed?
  - Are they appropriate? What are the strengths and limitations?
- What are the results?
  - Authors explicitly note whether hypotheses did or did not receive empirical support.
- Given the results, what practical and theoretical implications do the authors assert?
  - Do you agree with the stated implications?
- What are the stated directions for future research?
  - Do you agree with them? Are exciting opportunities overlooked?
- Consider how a specific article relates to other articles covered in class.

This process is hard. Try not to get discouraged if at times you struggle. If you are struggling and trying you are learning and improving. Also try to keep your focus on the content of the article rather than related content outside of the article. Seek to understand and critique the arguments and evidence within a reading rather than what could have been done or related work with which your classmates may or may not be familiar. **Finally, PLEASE engage in this process with a high level of humility and collegiality**. Faculty within the School of Communication and leading scholars in the field authored many of the assigned readings. Conducting and publishing academic research is very difficult. All studies have limitations. Constructive critiques are absolutely encouraged. However, they should be conveyed in a respectful manner that acknowledges the hard work and positive contributions the authors contribute to the field through their efforts. It is much easier to poke holes and tear something down than it is to build something up.

Discussion Questions: To facilitate discussion, you will be responsible for posting one detailed question about the readings prior to every class. Please be sure to post your question no later than **10am prior to each class**. You cannot post a question that has already been asked. Therefore, you need to pay attention to the questions that have already been posted by your classmates. You can, however, build off your fellow classmates' questions to create a cohesive line of inquiry. Questions should be accompanied by a few sentences that **briefly** describe/clarify the issue you are trying to raise; consider providing examples to clarify any abstract or nuanced ideas related to your question. If it takes paragraphs to explain/rationalize your question this might be an indication that you have more thinking to do and/or the issue you wish to raise could be conveyed to the class more clearly. Questions can serve a variety of purposes such as seeking to clarify an issue you find confusing, constructively challenging some aspect of a reading, or provoking discussion of a particular issue you find compelling. Overall, try to ask questions that will stimulate a scientific discussion and avoid asking questions that you could easily answer yourself with some additional research. Again, please keep your focus within rather than outside the article.

Session Leader Responsibilities:
Session leaders are responsible for facilitating a scholarly discussion of the readings. Session leaders are expected to (a) provide an accurate overview of the central components of the readings for the class, (b) read and employ discussion questions to facilitate class discussion, and

(c) pre-plan questions intended to stimulate class discussion. Well planned activities are not required but welcomed. However, session leaders must take academic and logistical factors (length, relevance, learning outcome, technology, accessibility) into account.

Final Paper Outline:
Students will outline their intended final paper. Complete instructions are provided on Carmen.

Final Paper Presentation:
Students will provide a detailed overview of their final research paper. The structure of the presentation will mimic what typically occurs at communication conferences. Complete instructions are provided on Carmen.

Final Paper:
Students will write an original CMC research proposal (option 1) or propose two distinct replication studies of CMC research (option 2). Complete instructions are provided on Carmen.

Grades:
Grades are determined by the standard OSU grading scheme. I will not round grades up.

A = 93 - 100%	A- = 90 - 92%	
B+ = 87 - 89%	B = 83 - 86%	B - = 80 - 82%
C+ = 77 - 79%	C = 73 - 76%	C - = 70 - 72%
D+ = 67 - 69%	D = 60 - 66%	E = 0 - 59%

Email and Carmen:
You are responsible for checking your OSU email account and the Carmen course page regularly. Grades and course materials will be posted on Carmen throughout the semester.

Attendance Policy: You are expected to attend every class. However, **students should not attend class if they are feeling sick**. You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.

Make-up Policy and Late Work:
Students must always email in advance or make-up requests will not be considered.
Assignments can only be made up in the event of a religious conflict, serious illness, death of friend/family member, or pre-approved university activity (e.g., athletic event). Consistent with university policy, I will accommodate students' religious observance days by re-scheduling any exams that conflict with those observances. Late work will not be accepted unless notification is provided prior to the due date.

Technology:
Students are NOT allowed to take photographs, record video, or record audio during class. **Laptops and tablets should be used only for note taking and class related activities.**

School of Communication Diversity Policy:
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.

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

Tentative Nature of this Syllabus:
This syllabus represents a contract in the works. Events that transpire over the semester may require me to modify the administration of the course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and update the syllabus on Carmen. Ultimately it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc. I reserve the right to modify course policies throughout the semester and was as the course delivery mode.

Please Take Care of Yourself: Mental Health Statement:
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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

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

COURSE SCHEDULE

Date	Readings	Session Leaders	Assignment Due
1/7	Course Syllabus		
1/9	Herring, S. C. (Ed.). (1996). *Computer-mediated communication: Linguistic, social, and cross-cultural perspectives*. John Benjamins Publishing. (Chapter 1) Carr, C. T. (2020). CMC is dead, long live CMC! Situating computer-mediated communication scholarship beyond the digital age. *Journal of Computer-Mediated Communication*, *25*(1), 9-22. https://doi.org/10.1093/jcmc/zmz018	DeAndrea	
1/14	Flanagin, A. J. (2020). The conduct and consequence of research on digital communication. *Journal of Computer-Mediated Communication*, *25*(1), 23-31. https://doi.org/10.1093/jcmc/zmz019 Evans, S. K., Pearce, K. E., Vitak, J., & Treem, J. W. (2017). Explicating affordances: A conceptual framework for understanding affordances in communication research. *Journal of Computer-Mediated Communication, 22(1)*, 35-52. https://doi.org/10.1111/jcc4.12180	Pourafshari and Flanagan	
1/16	Daft, R. L., Lengel, R. H., & Trevino, L. K. (1987). Message equivocality, media selection, and manager performance: Implications for information systems. *MIS Quarterly*, *11*(3), 355-366. https://doi.org/10.2307/248682 Markus, M. L. (1994). Electronic mail as the medium of managerial choice. *Organization science*, *5*(4), 502-527. https://doi.org/10.1287/orsc.5.4.502	Dai and Lubert	
1/21	Hiltz, S. R., Johnson, K., & Turoff, M. (1986). Experiments in group decision making communication process and outcome in face-to-face versus computerized conferences. *Human communication	Li and Snelling	

	research, *13*(2), 225-252. https://doi.org/10.1111/j.1468-2958.1986.tb00104.x Sproull, L., & Kiesler, S. (1986). Reducing social context cues: Electronic mail in organizational communication. *Management Science, 32,* 1492-1512. https://doi.org/10.1287/mnsc.32.11.1492		
1/23	Reicher, S. D., Spears, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. *European Review of Social Psychology, 6*, 161-198. https://doi.org/10.1080/14792779443000049 Lee, E.-J. (2004). Effects of visual representation on social influence in computer-mediated communication: Experimental tests of the social identity model of deindividuation. *Human Communication Research, 30,* 234-259. https://doi.org/10.1111/j.1468-2958.2004.tb00732.x	Liu and Mckeown	
1/28	Walther, J. B. (2015). Social information processing theory (CMC). In C. R. Berger & M. E. Roloff (Eds.), The international encyclopedia of interpersonal communication (pp. 1-13). John Wiley & Sons. https://doi.org/10.1002/9781118540190.wbeic192 Wang, Z., Walther, J. B., & Hancock, J. T. (2009). Social identification and interpersonal communication in computer-mediated communication: What you do versus who you are in virtual groups. *Human Communication Research, 35*, 59–85. doi:10.1111/j.1468-2958.2008.01338.x	Torres-Pantoja and Lu	
1/30	Walther, J. (1996). Computer-mediated communication: Impersonal, interpersonal and hyperpersonal interaction. *Communication Research, 23(1)*, 3-43. https://doi.org/10.1177/009365096023001001 Walther, J. B., & Whitty, M. T. (2021). Language, psychology, and new new media: The hyperpersonal model of mediated communication at twenty-five years. *Journal of Language and Social Psychology*, *40*(1), 120-145. https://doi.org/10.1177/0261927X20967703	Short and de Assis Pacheco Videira	
2/4	Marwick, A. E., & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society*, *13*(1), 114-133. https://doi.org/10.1177/1461444810365313 Davis, J. L., & Jurgenson, N. (2014). Context collapse: Theorizing context collusions and collisions. *Information, Communication & Society*, *17*(4), 476–485. https://doi.org/10.1080/1369118X.2014.888458	Varuola, Thapa, and Sarante	
2/6	Walther, J. B., Van Der Heide, B., Hamel, L. M., Shulman, H. C. (2009) Self-generated versus other-generated statements and impressions in computer-mediated communication: A test of warranting theory using Facebook. *Communication Research, 36*, 229-253. https://doi.org/10.1177/0093650208330251	DeAndrea	

	DeAndrea, D. C. (2014). Advancing warranting theory. *Communication Theory, 24,* 186-204. https://doi.org/10.1111/comt.12033 DeAndrea, D. C., & Vendemia, M. A. (2019). The influence of self-generated and third-party claims online: Perceived self-interest as an explanatory mechanism. *Journal of Computer-Mediated Communication*, *24*, 223-239. https://doi.org/10.1093/jcmc/zmz011		
2/11	Waterloo, S. F., Baumgartner, S. E., Peter, J., & Valkenburg, P. M. (2018). Norms of online expressions of emotion: Comparing Facebook, Twitter, Instagram, and WhatsApp. *New media & society*, *20*(5), 1813-1831. https://doi.org/10.1177/1461444817707349 Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y., & Falk, E. B. (2016). Sharing the small moments: ephemeral social interaction on Snapchat. *Information, Communication & Society*, *19*(7), 956-977. https://doi.org/10.1080/1369118X.2015.1084349		
2/13	Tong, S. T. (2024). Foundations, definitions, and directions in online hate research. In J. B. Walther & R. E. Rice (Eds.), *Social processes of online hate* (pp. 37–72). Routledge.		
2/18	Walther, J.B. (2024). The effects of social approval signals on the production of online hate: A theoretical explication. *Communication Research*. Advance online publication. https://doi.org/10.1177/00936502241278944 DeKeseredy, W. S. (2024). Misogyny and woman abuse in the incelosphere. The role of online incel male peer support. In J. B. Walther & R. E. Rice (Eds.), *Social processes of online hate* (pp. 73–92). Routledge.		
2/20	Treem, J. W., Leonardi, P. M., & Van den Hooff, B. (2020). Computer-mediated communication in the age of communication visibility. *Journal of Computer-Mediated Communication*, *25*(1), 44-59. https://doi.org/10.1093/jcmc/zmz024 Monge, C. K., Matthews, N. L., & DeAndrea, D. C. (2024). The persistence of toxic online messages influences perceptions of harm and attributions of blame. *Journal of Communication*, *74*(5), 399-409. https://doi.org/10.1093/joc/jqae024		
2/25	Tong, S. T., & Van Der Heide, B. (2022). *Up to date: Communication and technology in romantic relationships.* Peter Lang. http://doi/10.3726/ b18758 [only chapter 7: Navigating the Great Modality Shift: From Tinder to Text to Snapchat to Starbucks] Coduto, K. D., & Fox, J. (2024). Romantic relationship initiation and escalation through mobile dating apps. Affordances, modality weaving,		

	and paradoxical beliefs. *Journal of Social and Personal Relationships, 41(11),* 3337-3358. https://doi.org/10.1177/02654075241265064		
2/27	Brinberg, M., & Ram, N. (2021). Do new romantic couples use more similar language over time? Evidence from intensive longitudinal text messages. *Journal of Communication*, *71*(3), 454-477. https://doi.org/10.1093/joc/jqab012 Nixon, B., & Guajardo, N. R. (2023). The digital chameleon: Factors affecting perceptions of convergence in computer-mediated communication. *Journal of Language and Social Psychology*, *42*(3), 355-367. https://doi.org/10.1177/0261927X221146143		
3/4	Final paper discussion part 1		
3/6	Final paper discussion part 2		**Final Paper Outline 3/7**
3/18	Hall, J. A. (2024). Ten myths about the effect of social media use on well-being. *Journal of Medical Internet Research*, *26*, e59585. https://doi.org/10.2196/59585 Hall, J. A., Steele, R. G., Christofferson, J. L., & Mihailova, T. (2021). Development and initial evaluation of a multidimensional digital stress scale. *Psychological Assessment*, *33(3)*, 230-242. https://psycnet.apa.org/doi/10.1037/pas0000979		
3/20	Ledbetter A.M. (2021) Media multiplexity theory: Explaining tie strength and technology use. In D.O. Braithwaite and P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (3rd ed., pp. 354–365). Routledge. Ledbetter, A. M., & Meisner, C. (2021). Extending the personal branding affordances typology to parasocial interaction with public figures on social media: Social presence and media multiplexity as mediators. *Computers in Human Behavior*, *115*, 106610. https://doi.org/10.1016/j.chb.2020.106610		
3/25	Carr, C. T., Kim, Y., Valov, J. J., Rosenbaum, J. E., Johnson, B. K., Hancock, J. T., & Gonzales, A. L. (2021). An explication of identity shift theory. *Journal of Media Psychology*, *33*(4), 202-214. https://doi.org/10.1027/1864-1105/a000314 Lew, Z., & Flanagin, A. J. (2024). Self-effects and public commitment on social media: Testing the cognitive and social influences of sending messages on message senders. *Computers in Human Behavior*, *156*, 108200. https://doi.org/10.1016/j.chb.2024.108200		
3/27	Cathcart, R., & Gumpert, G. (1986). I am a camera: The mediated self. *Communication Quarterly*, *34*(2), 89-102. https://doi.org/10.1080/01463378609369625		

	Shin, S. Y., Ulusoy, E., Earle, K., Bente, G., & Van Der Heide, B. (2023). The effects of self-viewing in video chat during interpersonal work conversations. *Journal of Computer-Mediated Communication*, *28*(1), zmac028. https://doi.org/10.1093/jcmc/zmac028		
4/1	Meier, A., & Johnson, B. K. (2022). Social comparison and envy on social media: A critical review. *Current Opinion in Psychology*, *45*, 101302. https://doi.org/10.1016/j.copsyc.2022.101302 Salopek, A. H., & Eastin, M. S. (2024). Toxic positivity intentions: an image management approach to upward social comparison and false self-presentation. *Journal of Computer-Mediated Communication*, *29*(3), zmae003. https://doi.org/10.1093/jcmc/zmae003		
4/3	Campbell, S. W. (2020). Cutting the cord: Social and scholarly revolutions as CMC goes mobile. *Journal of Computer-Mediated Communication*, *25*(1), 101-110. https://doi.org/10.1093/jcmc/zmz021 Sun, J., & Samp, J. A. (2022). 'Phubbing is happening to you': examining predictors and effects of phubbing behaviour in friendships. *Behaviour & Information Technology*, *41*(12), 2691-2704. https://doi.org/10.1080/0144929X.2021.1943711		
4/8	High, A. C., Ruppel, E. K., McEwan, B., & Caughlin, J. P. (2023). Computer-mediated communication and well-being in the age of social media. A systematic review. *Journal of Social and Personal Relationships, 40(2),* 420-458. https://doi.org/10.1177/02654075221106449 Meier, A., Ellison, N., Reinecke, L., & Valkenburg, P. M. (preprint). Beyond active-passive: Towards the next stage of social media and mental health		
4/10	Research Presentations		
4/15	Research Presentations		
4/17	Research Presentations		
4/24	**Final Paper Due**		