COMM 3554: Social Implications of Communication Technology
SPRING 2026
Hybrid

Class Meeting Time & Location
Tuesdays (in person):
>   Time: 9:35–10:55 am
>   Location: **Journalism Building 360**
Thursdays (online): asynchronous
Semester Duration: 01/12–04/27

Faculty Instructor: Bingjie Liu, Ph.D.
Pronouns: she/her/hers
Email: liu.11321@osu.edu
Office 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 individuals 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 and use of communication technologies

Mode of Delivery: Hybrid
This course is delivered in **hybrid** mode.
- On Tuesdays (9:35 to 10:55 am), class meets in person (with a few exceptions).
- On Thursdays, class does not meet. Learning activities are online and asynchronous. However, students should reserve the time from 9:35 to 10:55 am for class-related activities done remotely.

Weekly Learning Cycle

By Monday at noon (11:59 am) - Prepare	Prepare for this week's topic by completing the following: • Required readings

	• Weekly quiz • Post one discussion promptprompt based on the readings and assigned learning materials
Tuesday (in-person class meeting)	In-person learning: Application & Engagement • In person lecture on this week's topic (e.g., concept integration & clarification) • In-class activities
Thursday (asynchronous learning)	Asynchronous Learning: Extension, Reflection, & Transition • Complete extended learning activities related to this week's topic • Respond to a peer's discussion question based on insights from Tuesday's in-person discussion or activities • Engage with short materials that prepare you for next week's topic
After Thursday – Ongoing preparation	Begin readings and preparation for the upcoming week

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 pages 15–17 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 and Participation	50	10%
Weekly discussions	100	20%
Weekly quizzes	100	20%
Group Project	100	20%
Exams	150	30%
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: <u>how to view your grades on Canvas</u>.

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 and Participation (1% * 10 = 10%)
Attendance and active participation are very important for learning in this class. Attendance (except Week 1) is recorded for each in-person meeting, and participation is reflected in engagement during in-class activities. Each in-person attendance is worth 5 pts, 1% of the total grade. Up to **one** absence is excused.

Weekly Quizzes (2% * 11 − 2% = 20%)
There will be 11 weekly quizzes throughout the semester. Each quiz is worth 10 pts, 2% of the total grade. The one with the lowest grade will be dropped.

Except for the syllabus quiz (with unlimited attempts), all the other quizzes allow for **two attempts** with unlimited time. However, know that CarmenCanvas may log you out if you idle for two hours or longer. The highest grade will be recorded.

Weekly Discussion (2% * 11 − 2% = 20%)
There will be 11 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 other 10 discussions will be focused on the learning topic of that week. The discussions are expected to help you deepen the understanding of concepts and theories of that week.

Participation in the weekly discussion requires **two parts that are due at different time points as specified in the table of Course Schedule**.

> **1) Writing a discussion question (5 pts, due Monday noon 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 Thursday 11:59 pm)
Each student is required to respond to a discussion question raised by another student. Discussion responses are due by Thursday at 11:59 pm and are part of the Thursday asynchronous learning activities. Responses should draw on insights from Tuesday's in-person discussion and/or the extended learning materials provided in the Thursday module.

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 (20%)
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 100 pts, 20% of the total grade.

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

Exams (15% * 2 = 30%)

- There will be two exams over the course of the semester as scheduled in the syllabus, each is worth 75 points, contributing 15% of the overall course grade.
- Exams are NOT cumulative, that is, Exam 1 will cover topics in the first half of the semester, and Exam 2 will cover the topics in the second half of the semester.
- Exams are closed-book and closed-notes.
- Exams only allow for one attempt.

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. 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.

Exam Proctoring Software: Honorlock

Honorlock, an online proctoring tool, will be used during this course. Honorlock offers you flexibility to take your exams at the time and in the location of your choosing during the exam's availability window.

- Technology requirements: Students are required to have a webcam (USB or internal) with a microphone, allow for screen recording, and have a strong and stable internet connection. In addition, the full Chrome browser version 120+ is required to install the Honorlock Chrome Browser extension. Honorlock is incompatible with tablets or mobile devices.
- Testing environment: During the course of an exam, Honorlock will record the testing environment. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Honorlock use will be provided.
- Limitations: To use Honorlock you must be **over 18 years of age** or have the Online Course Recording Waiver on file. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. Additional information on academic integrity at Ohio State and recommended proctoring options are available.
- Academic integrity and academic misconduct: Please note that while Honorlock settings may flag suspected cheating during exams, these automatic measures do not constitute a determination of academic misconduct. Any suspicion of misconduct will be referred to the Committee on Academic Misconduct and evaluated through a fair and transparent process.
- Students may request an in-person proctoring alternative to Honorlock or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation.
- Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the support page or within the exam itself. Or you can also reach out to carmen@osu.edu or call 614-688-HELP and talk to the Carmen eLearning team.

If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative.

University Policies and Guidelines

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Student Life - Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion. If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at

> Email: slds@osu.edu
> Website: https://slds.osu.edu/
> Phone: 614-292-3307
> Location: 098 Baker Hall, 113 W. 12th Ave

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the

responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO) at civilrights@osu.edu, use the online reporting form: http://civilrights.osu.edu/, or call 614-247-5838 or TTY 614-688-8605.

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 Civil Rights Compliance Office 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.

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.

For additional university policies for undergraduate education, please refer to the Office of Undergraduate Education's Syllabus Policies & Statements webpage.

Course Schedule

* The schedule below is tentative and subject to change. Changes will be announced. It is your responsibility to keep up with any modifications and be aware of current policies, deadlines, etc.

**All materials, readings, and videos are available via the modules on Carmen.

Week	Date M/D	Topics & Readings	Assignments
Part 1. Introduction			
1	1/12	**Introduction to the course** Readings • Syllabus	• Discussion 1 self-introduction due in class • Quiz 1 (syllabus quiz) due Thursday 11:59 pm • Discussion 1 response due Thursday 11:59 pm
2	1/19	**Perspectives in studying social implications of communication technology** Readings • Walther et al., (2015) • Fox & McEwan (2017)	• Quiz 2 due Monday noon (11:59 am) • Discussion 2 question due Monday noon (11:59 am) • Discussion 2 response due Thursday 11:59 pm
Part 2. Communication Technology and Self			
3	1/26	**Self-presentation, technology, and self-concept** Readings • Choi et al. (2020) • Fox & Vendemia (2016)	• Quiz 3 due Monday noon (11:59 am) • Discussion 3 question due Monday noon (11:59 am) • Discussion 3 response due Thursday 11:59 pm
4	2/2	**Technology and extended cognition** Readings • Sparrow et al. (2011) • Hamilton et al. (2024)	• Quiz 4 due Monday noon (11:59 am) • Discussion 4 question due Monday noon (11:59 am) • Discussion 4 response due Thursday 11:59 pm
Part 3. Communication Technology and Communication			
5	2/9	**Technology and communication source, mode, and content** Readings • Liu et al. (2023) • Anderl et al. (2024) • Wang et al. (2019) (skim through) • Hamilton et al. (2021) (skim through)	• Quiz 5 due Monday noon (11:59 am) • Discussion 5 question due Monday noon (11:59 am) • Discussion 5 response due Thursday 11:59 pm
6	2/16	**Producing messages with technology** Readings • Vallin (2023) • Jakesch et al. (2023)	• Quiz 6 due Monday noon (11:59 am) • Discussion 6 question due Monday noon (11:59 am) • Discussion 6 response due Thursday 11:59 pm

		• Sharma et al. (2023)	
7	2/23	**Exam 1 + project**	• **Form groups for the group project**
**Part 4. Communication Technology and Social Relationship**
8	3/2	**From computer-mediated to AI-mediated: Communication and interpersonal relationship** Readings • (Recap) Walther et al. (2015) • Poddar et al. (2023)	• Quiz 7 due Monday noon (11:59 am) • Discussion 7 question due Monday noon (11:59 am) • Discussion 7 response due Thursday 11:59 pm • Pitch project idea
9	3/9	**AI-mediated communication and relationship** Readings • Purcell et al. (2024) • Liu et al. (2024) • Jakesch et al. (2019)	• Quiz 8 due Monday noon (11:59 am) • Discussion 8 question due Monday noon (11:59 am) • Discussion 8 response due Thursday 11:59 pm
10	3/16	Spring Break No Class	
11	3/23	**Social relationship with technology** Readings • Nass & Moon (2000) • Li & Zhang (2024) • Lin (2024); • Jakesch et al. (2023) (skim through)	• Quiz 9 due Monday noon (11:59 am) • Discussion 9 question due Monday noon (11:59 am) • Discussion 9 response due Thursday 11:59 pm
12	3/30	**Mobile technology and connectivity** Readings • Bayer et al. (2020) • Lee et al. (2020)	• Quiz 10 due Monday noon (11:59 am) • Discussion 10 question due Monday noon (11:59 am) • Discussion 10 response due Thursday 11:59 pm
13	4/6	**The dark side of online communication: cyberbully and trolling** Readings • Spears (2017) • Jiang et al. (2024) • Lee et al. (2021)	• Quiz 11 due Monday noon (11:59 am) • Discussion 11 question due Monday noon (11:59 am) • Discussion 11 response due Thursday 11:59 pm
14	4/13	Working on Group Project	
**Part 5. Wrapping Up**
15	4/20	Group Project Presentation	• Presentation slides due Monday noon (11:59 am) • Group project due Sunday 11:59 pm • Honorlock quiz due Sunday 11:59 pm • Teaching evaluation
16	4/27	(Last instruction day: 4/27) Final Exam: begins on 4/29–5/5	• Exam 2

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

Reading List

Week 1 Introduction to the Course
Syllabus

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

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

Week 5. Technology and Communication Source, Mode, and Content
Liu, B., Wei, L., Wu, M., & Luo, T. (2023). Speech production under uncertainty: How do job
applicants experience and communicate with an AI interviewer?. *Journal of Computer-Mediated
Communication*, *28*(4), zmad028. https://doi.org/10.1093/jcmc/zmad028

Anderl, C., Klein, S. H., Sarigül, B., Schneider, F. M., Han, J., Fiedler, P. L., & Utz, S. (2024).
Conversational presentation mode increases credibility judgements during information

search with ChatGPT. *Scientific Reports*, *14*(1), 17127. https://doi.org/10.1038/s41598-024-67829-6

[abstract only] Wang, X., Shi, W., Kim, R., Oh, Y., Yang, S., Zhang, J., & Yu, Z. (2019). Persuasion for good: Towards a personalized persuasive dialogue system for social good. In Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics, pages 5635–5649, Florence, Italy. Association for Computational Linguistics. https://doi.org/10.18653/v1/P19-1566

Week 6. Producing Messages with Technology

Vallin, E. N. (2023). Socially acceptable behaviours in the Deaf community that I want you to know. https://www.deafumbrella.com/post/socially-acceptable-behaviours-in-the-deaf-community-that-i-want-you-to-know

Jakesch, M., Bhat, A., Buschek, D., Zalmanson, L., & Naaman, M. (2023, April). Co-writing with opinionated language models affects users' views. In *Proceedings of the 2023 CHI conference on human factors in computing systems* (pp. 1–15). https://doi.org/10.1145/3544548.3581196

Sharma, A., Lin, I. W., Miner, A. S., Atkins, D. C., & Althoff, T. (2023). Human-AI collaboration enables more empathic conversations in text-based peer-to-peer mental health support. *Nature Machine Intelligence*, *5*(1), 46–57. https://doi.org/10.1038/s42256-022-00593-2

Week 8. From Computer-Mediated to AI-Mediated: Communication and Interpersonal Relationship

(Recap) 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. 3–22). Wiley Blackwell.

Poddar, R., Sinha, R., Naaman, M., & Jakesch, M. (2023, April). AI writing assistants influence topic choice in self-presentation. In *Extended Abstracts of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1–6). https://doi.org/10.1145/3544549.3585893

Week 9. AI-Mediated Communication and Relationship

Liu, B., Kang, J., & Wei, L. (2024). Artificial intelligence and perceived effort in relationship maintenance: Effects on relationship satisfaction and uncertainty. *Journal of Social and Personal Relationships*, *41*(5), 1232–1252. https://doi.org/10.1177/02654075231189899

Jakesch, M., French, M., Ma, X., Hancock, J. T., & Naaman, M. (2019, May). AI-mediated communication: How the perception that profile text was written by AI affects trustworthiness. In *Proceedings of the 2019 CHI conference on human factors in computing systems* (pp. 1–13). https://doi.org/10.1145/3290605.3300469

Purcell, Z. A., Dong, M., Nussberger, A. M., Köbis, N., & Jakesch, M. (2024). People have different expectations for their own versus others' use of AI-mediated communication tools. *British Journal of Psychology*. https://doi.org/10.1111/bjop.12727

Week 11. Social Relationship with Technology

Nass, C., & Moon, Y. (2000). Machines and mindlessness: Social responses to computers. *Journal of social issues*, *56*(1), 81–103. https://doi.org/10.1111/0022-4537.00153

Li, H., & Zhang, R. (2024). Finding love in algorithms: Deciphering the emotional contexts of close encounters with AI chatbots. *Journal of Computer-Mediated Communication*, *29*(5), zmae015. https://doi.org/10.1093/jcmc/zmae015

Lin, B. (2024). The AI chatbot always flirts with me, should I flirt back: From the McDonaldization of Friendship to the Robotization of Love. *Social Media+ Society*, *10*(4). https://doi.org/10.1177/20563051241296229

Jakesch, M., Hancock, J. T., & Naaman, M. (2023). Human heuristics for AI-generated language are flawed. *Proceedings of the National Academy of Sciences*, *120*(11), e2208839120. https://doi.org/10.1073/pnas.2208839120

Week 12. Mobile Technology and Connectivity

Bayer, J. B., Lewis Jr, N. A., & Stahl, J. L. (2020). Who comes to mind? Dynamic construction of social networks. *Current Directions in Psychological Science*, *29*(3), 279–285. https://doi.org/10.1177/0963721420915866

Lee, D. S., Stahl, J. L., & Bayer, J. B. (2020). Social resources as cognitive structures: Thinking about a dense support network increases perceived support. *Social Psychology Quarterly*, *83*(4), 405–422. https://doi.org/10.1177/0190272520939506

Week 13. The Dark Side of Online Communication: Cyberbully and Trolling

Spears, R. (2017). Social identity model of deindividuation effects. In P. Rössler, C. A. Hoffner, & L. van Zoonen (Eds.), *The international encyclopedia of media effects* (pp. 1–9). John Wiley & Sons. https://doi.org/10.1002/9781118783764.wbieme0091

Jiang, J., Luceri, L., Walther, J. B., & Ferrara, E. (2023). Social approval and network homophily as motivators of online toxicity. *arXiv preprint arXiv:2310.07779*. https://arxiv.org/abs/2310.07779

Lee, S. Y., Yao, M. Z., & Su, L. Y. F. (2021). Expressing unpopular opinion or trolling: Can dark personalities differentiate them?. *Telematics and Informatics*, *63*, 101645. https://doi.org/10.1016/j.tele.2021.101645