

Communication 7850: Communication Technology Spring 2021

Instructor: Jesse Fox, Ph.D.

Office hours: Tuesdays 10-12 & by appt.

<https://osu.zoom.us/j/94800537622?pwd=ODhuRHpIbWoxRUhpTWtTRVhGK0NtQT09>

Meeting ID: 948 0053 7622

Password: 528251

Email: fox.775@osu.edu If you need to email, put “Comm 7850” in the subject line.

Phone: My cell number will be shared with you in class for emergency use.

Class Information: This class will be delivered 100% online. Synchronous sessions will be held Tuesdays & Thursdays 3:55-5:15 ET.

<https://osu.zoom.us/j/97322125283?pwd=Y09iSHBtNWtxZlVsbFBHS2ZabEpCZz09>

Meeting ID: 973 2212 5283

Password: 370290

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

Course Description: This course is one of two seminars offered as part of the communication technology focus area of the School of Communication graduate program. It delves into the major theories, concepts, and guiding research in the area of computer-mediated communication (CMC). Although our primary focus is within the field of communication, the course also draws on literature from psychology, human-computer interaction, sociology, and other relevant disciplines.

Course Objectives:

1. To explore and critically analyze technologically mediated communication and its implications for society.
2. To learn and critique theories and methods related to the study of communication technologies.
3. To illuminate and reflect upon ethical issues surrounding CMC and CMC research.
4. To brainstorm and elaborate research ideas advancing our understanding of CMC
5. To develop skills relevant to future careers in research, teaching, or related areas

Required Materials:

- * All readings can be found on Carmen.
- * *The APA Style Manual* (7th ed.)
- * A technological setup that enables you to participate fully in class discussions and activities (see below).

Recommended Materials:

- * Most recommended readings can be found on Carmen.
- * Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Allyn & Bacon. (Or any later edition)
- * A device that allows you to take pictures and share them efficiently.

Life

I expect you to attend and participate in every synchronous session to the extent that you are able, but of course there is a lot going on right now. Things are a lot different in COVID world; our priorities, our daily lives, and our perspectives have changed. Some of you may be in a different country; taking care of other people; dealing with new or persistent health issues; or facing increased financial stress. Some days, just getting out of bed may seem like a struggle.

For these reasons, I ask that you are as open as you are comfortable with regarding life and health-related issues affecting you or your schoolwork. If you are too ill to participate in this course due to COVID-19 or another illness, please let me know as soon as you are able. If you have other issues impeding your performance in class, let's talk about it and try to find workable solutions.

If something happens to me and I am too ill to teach the course at any point, the designated backup for this course will step in. The School of Communication will notify you by email.

Technology

Setup

Full participation requires a laptop or desktop computer with a microphone and webcam. This will enable you to have multiple windows open as needed (e.g., to refer back to an article during a class discussion or easily type questions in the chat). A quiet setting is optimal, but I know these things are outside your control.

If possible, you should keep a backup device on hand in case you have problems. Keep in mind you can always call in to class on your phone (e.g., if your internet goes down).

Zoom Etiquette

I will not force anyone to have their cameras on, but of course I prefer to teach to humans and not black screens. As we will discuss in class, bandwidth is a valuable affordance. If you are concerned about your environment (and your device supports it), try an appropriate Zoom background.

During lecture components or presentations, keep your microphone on mute unless you are speaking. Keep your device or the camera on a stable surface. Please turn your camera off temporarily if you need to move around or if your background becomes distracting.

I do not care if you are in your pajamas or on your couch, or if your pet insists on staying in your lap, as long as you can stay focused. (One thing that is not terrible about Zoom class is being comfortable.) That said, class policies are still in effect. You should not distract others or make them uncomfortable: you should be fully dressed and there shouldn't be anything inappropriate or distracting on camera. I may ask you to turn your camera off or turn off your camera if there is a problem. In extreme cases, you may be removed from class and/or penalized for disruptive or inappropriate behavior.

Tech Failures

We will discuss the best way to manage synchronous failures in class.

When it comes to submitting assignments, it is your responsibility to plan ahead and upload your progress to Carmen over time. That way, if you choose to work on something at the last minute and something goes wrong, you do not need to panic as a near-final version has already been uploaded.

Tech Resources

The following information about tech resources is provided by OSU.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Carmen:**

- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)

- **Carmen Zoom:**
 - Office hours will be held through Ohio State’s conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Other Course Policies

Disruptions: Disruptions, threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be removed from class, suffer grade penalties, or be reported to the School of Communication and/or University Police.

Email Policy: I hate email. It is the bane of my existence. Most issues are better addressed talking in class or an appointment. Although I know we’ll have to rely more on email with an online class, please reserve email for administrative issues and issues that can’t wait until class as much as possible.

Disability Accommodations: The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. 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: slids@osu.edu; 614-292-3307; slids.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Assignments

Discussion participation (20%). You are expected to make substantial and meaningful contributions to class discussions. Merely attending class does not constitute participation. Answering every question does not mean you are offering a substantial and meaningful

contribution. Being able to ask thoughtful questions, challenge assumptions, provide evidence-based arguments, and defend your perspective is essential as an academic—as is learning to listen, learning to pause and process, learning to share the floor, and learning when *not* to speak. Throughout each class I will be tracking your performance, and this information will be used to determine your participation grade.

Discussion questions (5%). You will sign up to provide discussion questions for three dates. You must post these no later than 48 hours before class starts so that everyone has sufficient time to access and process your questions in advance of class. A signup will be shared.

Methods assignments (15%). We will have three methods assignments that will give you some experience with different methodological techniques that you are not as experienced with (based on responses to the pre-class survey). The start and end dates are included in the calendar; you will receive further instructions on the start dates.

In-class exam (20%). The exam will be focused on key material I want to ensure you are taking away from this course. The questions will ask you to reflect upon and critique concepts and theories we've discussed and make connections across readings and content. On the date of the exam, you will be asked to log in to the regular Zoom meeting. This way you can ask me questions, or if something comes up I can easily address it/ clarify it for everyone.

Research project (40%). Your final project for the course will be either a) a literature synthesis of a CMC topic, or b) an executable research proposal (introduction, literature review with hypotheses, method, limitations, and appendices with all items and stimuli). Your papers must be **your original ideas for this class**. The goal of either of these projects is to dig very deeply into a topic to broaden your knowledge base and also to yield what I hope will be a publishable paper. You will receive a handout with more clarification about the assignment; phases & due dates are visible in the calendar below for pre-planning.

* All assignments will have a specified submission box on Carmen. All written assignments should be submitted as a Microsoft Word document (i.e., .doc or .docx). OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

*Please note that your final grade is final. Do not ask me to reconsider your grade when the semester is over; applying subjective standards after the fact invalidates the standards applied to the class and is unfair to every student.

Academic Integrity: I take academic dishonesty very seriously. All students are subject to the student code of conduct (see http://studentaffairs.osu.edu/resource_csc.asp), including the student code of academic integrity. For this class, you will submit your papers to [Turnitin](#) from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. Violations of academic integrity will be reported to the Committee on Academic Misconduct and result in severe penalties in this course. For this course, academic dishonesty includes (but is not limited to):

- Use of someone else’s ideas or expression (e.g., writing) without proper acknowledgment of the source. Proper acknowledgment (e.g., citation, quotation, footnote) should make clear both the **extent** and **nature** of the use. If you have used someone’s exact words, you should use “quotation marks” as well as a (citation). If a large portion of your writing uses another person’s ideas, argument structure, or narrative form then you should make clear where the “borrowing” begins and ends. Note that *paraphrasing someone, summarizing their arguments, or using their ideas* are all plagiarism if the source is not acknowledged. Plagiarism is more than just using someone else’s exact words. There is no outside source that it is acceptable to use without citing.
- Collaborating with other students on any assignment, homework, class project, etc., without the clear consent of the instructor is also academic dishonesty. If work is not assigned as a group project, you must do it entirely on your own. **Check with me if in doubt.**
- Relatedly, **not providing appropriate authorship or credit when others make substantial contributions is academic dishonesty.** It is not acceptable to turn in a paper and claim it is your original, solo-authored work if you: a) developed the study idea, hypotheses, or theoretical argument with your advisor; b) are planning a study based on your advisor’s paradigm with their feedback; or c) are writing up ideas that you are working on with co-authors. If someone else is co-authoring the intellectual work, even if they did not contribute to the writing, it is not your original, solo-authored work.
- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. Similarly, cutting and pasting extensively from previous papers you have written may constitute self-plagiarism. In this course, given you are required to have an *original* idea, this should not be possible. **Even if you are “borrowing” your own work, everything you copy should be cited and attributed to the original source.** If you are re-using your writing, be sure to discuss this with me to ensure that you are not self-plagiarizing nor violating the originality rule for the course.
- Exchanging information with another individual during a test, quiz, or examination is clearly academic dishonesty, as is the use of any materials not permitted for the exam.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense, nor is “but researchers do it all the time.” As an academic, it is not just your grade, but your future on the line. **When in doubt, talk to me.**

Diversity Statement: The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX Statement: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. If you or someone you know has been sexually harassed or assaulted, subject to domestic or dating violence, or stalked or otherwise threatened, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu . Information about confidential counseling through the Counseling and Consultation Service can be found at <http://www.ccs.osu.edu/> or (614) 292-5766.

My Expectations: Being a graduate student is not an easy job; if it were, it would be a terrible preparation for a career in academia. Graduate school is your opportunity to learn and develop as a scholar. Moreover, if you are earning a degree in Communication (not a degree in this very narrow aspect of the field that you study) it is your responsibility to have a well-rounded education in the discipline more broadly. Thus, I expect this class to be a priority for you. I expect you to come to class fully prepared and ready to engage every single day. I expect you to be motivated and willing to learn, critique, and dispute the material, and to grow as a scholar.

Another part of graduate school is learning the meta-lesson of how to succeed in academia. I expect your performance in class to reflect the professionalism befitting of an academic. A considerable part of this is learning how to make a good impression on others who will always be evaluating you (senior academics, mentors, editors, other scholars); demonstrating that you are a responsible, capable, and diligent scholar; listening to, respecting, and helping others; and meeting (better yet, exceeding) expectations that others have for your performance. For this course, this means keeping up with and meeting deadlines for all readings and assignments; participating in class discussion in a meaningful way *every* meeting; and submitting professional, complete, insightful, and polished work.

What You Can Expect: I love teaching. I love working with graduate students. All caps. I am here to help you learn and prepare for your future as best I can. As an academic, I consider myself forever a student: I don't know all the things, but I am willing to learn. And, I expect to learn something from each of you. I love when students question and confront the material; one of the best parts about teaching graduate classes is to have my thinking or perspective challenged.

I am happy to meet with you to talk about class or academia or life or, especially, food. I loathe communicating through email and things often get buried in my inbox, so please never hesitate to follow up or ask me in person if I have not attended to something.

Tentative Course Schedule

<u>Date</u>	<u>Tasks</u>	<u>Topic</u>
T 1/12		Course intro & discussion
R 1/14		CMC: Thoughts from the past
T 1/19		CMC: Thoughts from the present
R 1/21	DQ signup	Channels, affordances, & features
T 1/26		Channels, affordances, & features
R 1/28		Core theories, models, and perspectives
T 2/2		Core theories, models, and perspectives / Theory deep dive
R 2/4	Method asst. 1	Core theories, models, and perspectives / methods
T 2/9		Methodological considerations, challenges, ethics
R 2/11	Course feedback/ check-in	Methodological considerations, challenges, ethics
T 2/16	Paper asst.; Method asst. 1 due	Individual experiences (incl. affect)
R 2/18		Self & identity
T 2/23		NO CLASS
R 2/25	Paper ideas due	Self-presentation & impression management
T 3/2	Peer feedback due; meeting signup	Self-presentation & impression management
R 3/4	Paper topic due	Individual meetings for final project
T 3/9	Method asst. 2	Information, privacy, & surveillance
R 3/11	Paper plan due	Relationships
T 3/16		Relationships
R 3/18	Method asst. 2 due; Method asst. 3	Communities & networks
T 3/23		Social identities, intragroup & intergroup communication
R 3/25	Method asst. 3 due	Social identities, intragroup & intergroup communication
T 3/30		Persuasion
R 4/1		NO CLASS
T 4/6	Meeting signup	EXAM
R 4/8	Paper check-in	Individual meetings for final project
T 4/13		Persuasion
R 4/15		Political

M 4/19	Papers due for peer review	[Not a scheduled class date]
T 4/20		Other contexts
R 4/22	Paper draft peer review due	Conclusions

Final paper due by Monday, April 26 @ 11:59 PM