

COMM 3554 – Social Implications  
Mondays, Wednesdays, and Fridays: 10:05am-11:55am  
Classroom: Journalism 216

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*PLEASE INCLUDE "COMM 3554" IN SUBJECT LINE*

Office Hours: MWF, 8:30a-9:45a or by appointment

Required Text:

Levinson, P. (2009). *New New Media*. Boston, MA: Pearson, Allyn & Bacon.

NOTE: This is a required text. You will need to read it and discuss its contents in class to be successful in this class. I recently found that there are a number of paperback versions on Amazon.com for \$20.89 at the day of this writing. I will always have a copy in my office available during office hours – the book will not physically leave my office, though.

Rationale and Objectives:

The term “communication technology” encompasses technology from landlines, AM/FM radio, computers, cell phones, television, and now the Internet and social media sites such as Facebook and Twitter. With the advent of any new technology, idea, or application, society often responds swiftly in both positive and negative. The effects and implications of these technologies can also be swift, long reaching, and both positive and negative. We will focus, primarily, on the late 20<sup>th</sup> Century and early 21<sup>st</sup> Century communication technology advances in the Internet and its applications.

This class will tell the story of how the Internet and technology is turning us into better people. But, in order to tell this story, there are going to be some twists and turns—some bumps in the road. There are going to be days where you think that technological development is going to ruin us all. And, there are going to be days where, in spite of all the rain, you’ll be able to see through the clouds to the silver lining, a moment when you’ll see the truth of the thesis that the Internet and technology really are changing society to make it a better place.

*Learning Objectives:*

- Develop skills in being critical evaluators of social scientific communication technology research.
- Be able to convey the importance of social scientific research findings relating to technology and society.
- Develop knowledge of the theories that relate to how humans interact online and learn to develop informed expectations about how humans will *most likely* behave when exposed to new technologies.
- Be able to convince others of how wisely used technological development can be an asset to an organization, social group, or individual.

Course Format:

This course will use a variety of instructional techniques including some lecturing, guided class discussions, and in class activities as mechanisms for students to learn the course material.

Previous iterations of the course have included more reliance on tests to assess your level of knowledge. I have adjusted this class to have more writing and reflection of your own experiences.

Course Requirements:

1. *Attendance is required (100 points/10%).* While sickness and unexpected emergencies will arise from time to time, you should expect that if you are regularly absent your grade will be negatively affected. Due to the nature of the summer term, we are limited in our time together and therefore absences will quickly affect your grade in a very negative way. Because things out of your control may occur from time to time, I will allow you to miss only **one** class period without an excuse. Other absences must be accompanied by a legitimate doctor's note, obituary, official University explanation (for University events), or advanced planning on your part. I reserve the right as the instructor to determine the legitimacy of absences if they are a regular occurrence.
2. *Course readings are required.* This course is designed to help you develop an understanding of how technology. Readings have been kept short. Accordingly, not reading the daily material is unacceptable. You should not let this lightened reading load mislead you into believing that readings are unimportant. On the contrary, they are vital. A substantial component of your learning in this class will be derived from the degree to which you have engaged with the reading material. Quiz, exam, and reading grades will be dependent on your understanding of readings. **If you do not understand or comprehend a reading or concept, meet with me immediately for one-on-one consult.** There are no stupid questions if you are actually putting in effort. I would rather yield questions than assume you understand what you are reading.
3. *Reading responses (5 at 30 points = 150 points/15%).* One of the ways that I will assess your work is via the administration of reading responses. These papers will be due at a rate of about 1 paper per week. Each week you will turn in a reading response paper via CARMEN that addresses the topic covered in the Levinson text for the week. Papers may be a MINIMUM of 1 page double-spaced and a MAXIMUM of 2 page double-spaced (1" margins, 12pt Times New Roman font). DO NOT include your name or course/assignment information in the body of your document. This information, if you feel is necessary, can be included in a header or footer. Since you are submitting electronically, I will know which writing is whose submission. These essays are due in the Carmen Dropbox by 5pm EST the day they are due. *You MUST:*
  - Use proper grammar, spelling, and citations/quotations per APA guidelines.
  - Be thorough AND brief.
  - Answer 2 questions:
    - How are some ways that the communication mode described in the assigned chapter might make the world a better place? Give clear examples.
    - What are some things that might be wrong with the communication mode described in the assigned chapter, what dangers could this communication mode pose? Give clear examples.
  - Find at least one peer reviewed journal article examining the communication mode described in the assigned chapter. The article can demonstrate the good, bad, or uncertain affects of the technology in society. Tie the article into your answers to the two questions above. Cite these articles *properly* in the body of your response and at

the end of your paper per APA guidelines (for a good review of APA, please see <http://owl.english.purdue.edu/owl/resource/560/01/>). Your bibliography does not count towards your page length and should appear on a separate page.

4. *Reflection Task Essays (5 at 30 points = 150 points/15%)*. You will be asked to choose five (5) communication tasks to complete and write a short reflection essay on. These essays must be a MINIMUM of 2 double-spaced pages or a MAXIMUM of 3 double-spaced pages (1" margins, 12pt Times New Roman font). Descriptions of reflection tasks will be included in the "content" section of this course's Carmen page. DO NOT include your name or course/assignment information in the body of your document. This information, if you feel is necessary, can be included in a header or footer. Since you are submitting electronically, I will know which writing is whose submission. These essays are due in the Carmen Dropbox by 5pm EST the day they are due. *You MUST:*

- Use proper grammar, spelling, and citations/quotations per APA guidelines.
- Be thorough AND brief.
- Complete the task as described within the time period (if necessary). Some of these tasks are asking you to go outside your comfort zone (e.g., "friending" or liking the page of a politician, celebrity, or athlete you do not like or disagree with).
- Write briefly (1 paragraph) of what you actually did. Include URLs or screenshots if it helps illustrate your point (include this in your appendix after your essay).
- Reflect on the task you completed: how uncomfortable was it at first? Was it easy? What did you learn about the communication technology through this task? No matter your reflection, be certain to reflect on **the social implications of this communication technology and how your personal behavior or beliefs have changed.**
- This description is not a comprehensive list or explanation of what is expected for specific essays. Please review the rubric associated with each task to determine how to best construct your essay.

5. *Quizzes (100 points/10%)*. You will have one quiz per class period we do not have an exam scheduled. Quizzes will help me assess daily the material you are understanding or struggling with, and serve as your attendance check (or incentive to attend class) as well. Each quiz will comprise of 5 questions, either multiple choice or fill-in blanks. On each quiz will be one question from your next exam *slightly* altered. Of the 18 given quizzes, only 10 will count towards your grade.

6. *Exams (500 points/50%)*. You will have three exams in this course. Exams questions will be generated from the material covered in-class lectures, textbook, and course readings. Exams are not cumulative. The final exam will occur during finals week after regular class periods are complete.

7. *Extra Credit (up to 5 points)*: You are permitted to accrue no more than five (5) extra credit points by participating in research through the OSU School of Communication C-REP system or other opportunities as the term progresses. This course will be enrolled as available for students to receive extra credit through the School of Communication SONA C-REP system (<http://osucomm.sona-systems.com>) or by completing an additional

assignment from your instructor. For this class, 30 minutes of participation in SONA studies translate into 1 credit point. If you schedule to participate in a laboratory study and DO NOT CANCEL within 24hr, it is considered an unexcused no-show. At the end of the term, I am given a report of how many studies you completed, excused from showing, and unexcused no-shows. If you have more than 1 unexcused no-show, I will not give you your extra credit. In other words, if you schedule to participate and do not show more than once, you forfeit your right to accrue extra credit.

### Grading Procedures

- Attendance / Participation – 100 points (10% of total)
- Exam Performance – 500 points (50% of total)
  - Exam 1 – 200 points (20%)
  - Exam 2 – 200 points (20%)
  - Exam 3 – 100 points (10%)
- Quizzes – 100 points (10% of total)
- Reading Responses – 150 points (15% of total)
- Reflection Task Essays – 150 points (15% of total)

### Instructor Communication

The online Carmen course and email will be the primary means of communication outside of the classroom for course adjustments, announcements, and reminders. Please be certain the email address associated with your Carmen username is able to receive emails (if forwarded to a gmail or yahoo account). **There is no guarantee I will answer your email in less than 24hrs time, so please do not expect me to be on-call 24/7.** Please be mindful of this caveat when making requests, asking for clarification, or submitting coursework. I will do my best to be available for consultations, but understand I have responsibilities outside of this classroom as much as you do.

**As instructor on record for this class, I reserve the right to adjust this syllabus.**

### Writing Submission Policies

- All writing submissions are due the time listed in the syllabus. Dropboxes on Carmen will close one minute after all deadlines. If you do not receive a confirmation email from Carmen, it was not submitted properly. **Carmen “losing” your documents will not be a valid excuse.**
- You are permitted to submit any writing assignment early. If you wish to submit later drafts, simply indicate the draft you wish to have graded. **If you do not indicate otherwise, the most recent draft in the Carmen dropbox will be graded.**
- All writing assignments must be submitted in Word document formats. PDFs and text files (TXT) are not acceptable. All campus computers have Office available.
- Late submissions are permitted up to 3 calendar days after the due date, emailed to the instructor. After 3 days, you receive a zero. Rules for late submissions are as follows:
  - Previous permission must be granted for a late submission. I will not remind you of deadlines after they have passed.
  - Submissions must adhere to all guidelines as those submitted within deadlines (e.g., format, length, font, spacing, margins, etc).

- Each day a submission is late, you will be eligible for 20% fewer points. For example, if you submit a reading response 12hrs after it was due, you are only eligible for 24 points instead of the 30. If you submit a reading response 36hrs after it was due, you are only eligible for 18 points instead of 30.
- **You are permitted one (1) rewrite of a writing assignment during the term.** The revised writing assignment will be graded in full according to the assignment's rubric. You will be awarded an average of the two scores together.
- **You are welcome and encouraged to provide rough or early drafts.** I am more than happy to review a rough draft or grade an assignment before its deadline to give you an idea of your progress or where you are in the essay. This preliminary grade on the draft will not affect your actual grade. **Rough or early drafts must be emailed no less than 48hrs before the assignment is due.**

#### Academic Integrity

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. Academic misconduct on any assignment will result minimally in receiving a zero on that assignment and may also lead to further disciplinary action. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action. Each student in this course is expected to demonstrate academic integrity and to abide by the Code of Student Conduct:

([http://studentaffairs.osu.edu/info\\_for\\_students/esc.asp](http://studentaffairs.osu.edu/info_for_students/esc.asp))

#### Accommodations for Students with Disabilities

I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first two weeks of the term, except for unusual circumstances. You can also contact the office for disability services at 292-3307 in room 150 Pomerene Hall to help coordinate reasonable accommodations (telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>).

Date	Topics	Readings	Assignment
6/10	Syllabus, academic reading & writing	Syllabus	
6/12	Social Media: Its implications	Van Gelder (CARMEN)	
6/14	Lies	Toma & Hancock	Reflection Essay #1
6/17*	FtF vs. CMC	Walther: SIPT	Reading Resp #1
6/19*	Dark sides of CMC	Levinson, Chapter 11 Kraut: Internet Paradox	
6/21*	CMC and Social Comparisons	Krasnova, et al	Reflection Essay #2
6/24	Interpersonal effects of Comm Tech	Kraut: IP Revisited Przybylski & Weinstein	Reading Resp #2
6/26	Catch-up/Review		
6/28	<b>EXAM #1</b>	Materials 6/10-6/26	
7/1	Hyperpersonal Model	Walther & Burgoon, 1992	Reflection Essay #3
7/3		Walther, 1996	Reading Resp #3
7/5	Challenging Hyperpersonal Model	Guadagno & Cialdini Okdie et al	
7/8	Warranting	Walther & Parks, 2002 Walther et al, 2009	Reading Resp #4
7/10	Proteus Effect	Yee & Bailenson Hartmann, Toz, & Brandon	
7/12	Social Stereotyping on Internet	Epley & Krueger, 2005 Walther et al 2010	Reflection Essay #4
7/15	<b>EXAM #2</b>	Materials 7/1-7/12	
7/17	Presence	Sia, Tan & Wei	
7/19	Textual Persistence & SIPT	Walther et al	Reading Resp #5
7/22	SIDE Theory	Lea & Spears	
7/24	Cyber-bullying, cyber-bystanders, cyber-empathy	Patchin & Hinduja Palasinski	
7/26	Cues & News: Twitter	Westerman et al	Reflection Essay #5
7/31	<b>FINAL EXAM 10:00a-11:45a</b>	Materials 7/17-7/26	

\*I will be attending the International Communication Association's annual conference in London from June 16 – June 22. A fellow graduate teaching associate, Kathryn Christy, will be lecturing in my place. This plan has been approved by the School of Communication, and Ms. Christy will be briefed and prepared on the topics scheduled. Ms. Christy is an exceptional instructor who researches communication technologies. I am confident these three class sessions will be left in good hands. All attendance, deadlines, and assignment policies hold.