COMM 5363: Communication and Technology
Department of Communication
The University of Oklahoma
Spring 2012
M 3:00p – 5:50p; Burton 0125C

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or by appointment
**Email is the most reliable means of
communication

Required Course Materials:

1. Online readings. See course schedule below. Assigned articles can be found on D2L in almost all cases. However, failure to find an article on D2L should impel a student to obtain it through alternative means (e.g., OU Library, Google Scholar).

Recommended Course Materials:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). New York, NY: APA.

Course Overview

Computer-mediated communication (CMC) has become a significant focus of study. Yet the lessons of CMC research go beyond a focus on the human/technology system. They provide insights into human nature and communication processes in ways that may be less apparent without the stark contrasts that technological systems provide. This course focuses on the "greatest hits of CMC": By introducing students to a survey of landmark studies and topics in this area, and to the epistemological, theoretical, and methodological treatments these studies reflect, students will become sufficiently familiar with the topic to (a) situate contemporary and prospective research questions in a historical familiarity with the field, (b) extend CMC research and applications into other sub-fields such as organizations, health communication, etc.; (c) prepare for advanced study in CMC that will test and extend theory. Students will develop a broad-based understanding of theory and research in CMC, and a specialized understanding of CMC in a particular area of interest leading to original research.

The reading sources for the course come from a variety of disciplines, including management, small groups, intergroup communication, education, anthropology, psychology, and human-computer interaction, to name a few. CMC research is an interdisciplinary venture, for better and for worse. We will be able to abstract theoretical principles from one context to another.

This seminar is organized in to three sections. The first two quarters of the course will provide a significant understanding of how computer-mediation affects the communication process by understanding theories and paradigms associated with computer-mediated communication. The third quarter of the course will explore relational contexts in which CMC often applies and the effect that mediation has on relational contexts. The final quarter of the semester will address measurement in CMC and how research may be conducted online, either by moving traditional methodologies onto the Internet or by harnessing computational or mechanistic measurement tools to collect and display data.

Course Objectives

This course provides a comprehensive overview of emerging technologies (e.g., teleconferencing, electronic mail, videotext, electronic bulletin boards, telecommuting, distance education, media richness, voice messaging, invisible technologies, etc.) and analyzes some of the social and behavioral effects of these technologies on human interaction in interpersonal, organizational, small group, and international contexts.

Course Requirements

- Do all the readings listed in the syllabus.
- Attend all scheduled sessions.
- Engage and participate fully.
- Complete required assignments in timely and scholarly manners.

Workload and Grading

Grade Point (portion) Breakdown	*Final Grade Assignment*
Article Presentations: 25	
Research Paper: 50	A 90 - 100
Research Prospectus: 10	B 80 - 89
Research Presentation: 5	C 70 - 79
Participation & Attendance: 10	D 60 - 69
	F < 60
Total: 100	
	* I do not grade on a curve or round. I will
Each of these assignments will be explained in more detail below.	give as many As, Bs etc as are earned.

Article Presentations (25%):

In addition to familiarity with core readings, three or four students each week will prepare presentations of one article apiece, based on selections made during the first week of class. Students are expected to become intimately familiar enough with their assigned articles to be able to answer detailed questions in class without having to search hard for answers.

Presentations will not attempt to share every detail, however, but will discuss the major points, including the discussion points enumerated below. Presentations must not be read from the article or from a script, but from an outline. Powerpoint presentations are encouraged only to the degree that they help illuminate major aspects through visualization; students should not spend their time on elaborate technical presentations. Additionally, presenters will provide (at most) one-page (single-spaced; front-and-back) reviews of the study to other students (not just the study's abstract, but a rewording and condensation of methods, design, findings, etc., that help us see what and how things were done, along with any criticisms not provided by the authors). Presentations must be no longer than fifteen minutes, strictly enforced. There will be no make-up opportunities in case a student is not prepared on the night an article is scheduled.

All students (and particularly those presenting the article) should be able to discuss the following types of questions in class depending on their applicability to a given reading:

- What theory(ies) guides the research or is introduced/reviewed in the paper? What are the major assumptions, constructs, and propositions? On what prior theories do they draw, if any?
  - What are the formal research questions and/or hypotheses if any?
- If the work is a survey article, not overtly theoretical, or if it is analytic rather than synthetic, what are the major assertions provided? Are they presented to account for previous findings or as general guidelines for new research? What research questions could be derived? What potentially testable hypotheses could emerge?
- If observational/empirical,
  - What are the independent and dependent variables and how are they operationalized and measured?
  - What kind of research design was used?
  - What kind of analysis was used? What are the results? Do they confirm hypotheses, kill them, or lead to new ideas?
  - What surprises occurred? What explanations are offered?
  - What problems are there in the research--theoretically, operationally, or empirically/statistically?
- What are the chief criticisms you would offer?
- Where do we go from here, according to the authors and according to you?

Research Project (65%):

Students will work groups to develop and submit a final research project for this course. This project will reflect scholarly rigor that could be submitted to a conference commensurate with your interest upon completion of the course. The project will review and summarize/synthesize the existing research pertaining to a subtopic related to the course. It will (1) integrate, synthesize, and/or theorize an original problem or a set of conflicting findings in the field, including a call for the kinds of future research that can help assess the utility of the integration/synthesis/theory; or (2) present original empirical research that will either (a) apply CMC theory and research into a domain or purpose that is

hitherto underdeveloped, and propose or present a test of the effects of that application, or (b) address a conflict or theoretical controversy in the CMC literature, and propose or present a critical test that may reconcile the conflict, or (c) conduct an original empirical study that will provide an original extension to some theoretical question in CMC. The paper must less than 25 pages in length, not including cover page, abstract, references, and any figures or tables. This final paper constitutes **50% of the course grade**, and is due at the beginning of the last regular day of class.

In order to complete this project successfully, you will need to do extensive reading of primary research articles from the published literature well beyond those on the accompanying bibliography. You may also need to receive IRB approval to conduct your research, so you need to be working ahead to ensure adequate time to collect and analyze your data.

Students must also submit a four-page (double-spaced; plus references) prospectus of their term paper no later than six weeks before the paper's due date (i.e., on March 12) for feedback. It need not include cover page and abstract. This prospectus should include a significant and concise review of literature and identification of conflicts/questions that the literature, so far, suggests, as well as intended plan of analysis and current status of data. This assignment constitutes **10% of the course grade**, and final papers *will not be accepted* unless preliminary summaries have been submitted.

Finally, groups will make *well-prepared* oral presentations of their term paper research in class on the last class meeting or final exam period. Presentations must be no longer than 15 minutes (strictly enforced), and be accompanied by the distribution of outlines to all other students. **5% of course grade.**

Participation and Attendance (10%)

To get the most out of this course, scholars need to be present and engaged. To that end, part of your grade is derived from being a good graduate scholar: Attend class regularly, have completed the readings, and be prepared to rigorously engage in class discussions and debates over course materials. Non-attendance or inability/unwillingness to discuss course materials may negatively impact your participation grade.

Course Policies

Course Website:

All students enrolled in this course have access to the course website on Desire2Learn (D2L). Important announcements, grades, and copies of assignments will be available through D2L. You may need to print a document from the course website for use in course activities or readings.

Course Communication:

Before you decide to send an email inquiry, check the syllabus. You are most likely to find answers there. **Please begin the subject line of your e-mail with "COMM5363: " to ensure timely responses.** Appropriate e-mail will be replied to within 24 hours. The instructor does not regularly check office voice mail, so if a verbal conversation is preferred, it is best to call during scheduled office hours.

Course announcements will be made in class and via email messages to OU email accounts. **It is your responsibility to check your email on file with Computing Services on a regular basis.**

For electronic submissions, only documents in *.doc, *.docx, *.pdf, *.rtf, or *.txt will be accepted. If you are using a Macintosh version of Microsoft Word, please be sure to save in either the *.doc or the *.docx format, as I am unable to open the default Apple-specific file format. No resubmissions will be allowed after the due date for submission errors.

Past Due Assignments:

In preparation for the rigor and responsibilities of the workforce, all assignments and work must be completed and turned in on-time. NO LATE WORK IS ACCEPTED. If you have a medical or family emergency which will prevent you from getting your work done, it is YOUR obligation to either arrange for alternate means of assignment submission (e.g., send it to class with a roommate or friend) or to communicate with Caleb **BEFORE** the due date of the assignment to see if exceptions can be made. If your work is not turned in on time and you have not communicated with Caleb prior to the due date, do NOT email the instructor with justifications. You will simply not receive credit for the assignment.

Academic Honesty:

Article 1.1 of the [Academic Misconduct Code](#) states: "Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed." Academic misconduct includes, but is not limited to, disruption of classes, threatening an instructor or fellow student, giving or receiving unauthorized aid on examinations or the preparation of assignments, knowingly misrepresenting the source of any academic work, plagiarizing of another's work, or acting dishonestly in research.

You will do some great research and work in this course, but please credit your work accordingly. APA-6 style is the format used by the Communication discipline, and is the required format for all assignments in this class. It is your responsibility to become familiar with APA style if you are not already. Using proper citations and references will ensure you work is not plagiarized. *If you turn in an assignment that contains plagiarized material (other people's words or ideas which are not cited appropriately and/or which you implicitly or explicitly represent as your own), you will receive zero point.* This is

non-negotiable. If you are unclear about what constitutes either of these, please read the relevant sections of the OU [Integrity Council](). Pay close attention to the sections [http://integrity.ou.edu/files/nine_things_you_should_know.pdf]() and [http://integrity.ou.edu/students_guide.html]().
Your assignments and final paper may be checked in turnitin.com or other academic honesty software.

Courtesy to Fellow Students and Instructors:

The classroom is a community, and, as such, the instructor requires that all course members (including the instructor) must follow several basic guidelines:

Cell Phones: The instructor has a strict no cell phone policy (this includes pagers and PDA phones) during class time. If you have a cell phone, be absolutely sure that it is turned *off* during class. If any student engages in a phone discussion, text message, or has their mobile ring during class, they will be immediately asked to leave.

Late Arrival: There are sometimes unpredictable events prevent students from arriving to class on time for every class session. If this is the case, please be respectful of others, and enter the class as quietly as possible. However, repeated late arrivals will are not acceptable, and you may be asked to look into taking the course a different semester that is more aligned with your scheduling requirements should repeated late arrivals occur.

Departing Early: It is extremely rude and disruptive to both fellow classmates and the instructor when students leave early. Class is scheduled at the same time every week— work, study sessions, sports practices and doctor appointments should be scheduled accordingly. If you know in advance that you are going to be forced to leave the class early, be absolutely sure that you take a seat as close to the exit as possible so that when you do leave, your departure will cause a minimum of disruption. You should also notify the instructor before class of your early departure.

In-Class Talking: It is extremely important that all students respect their peers (as well as the instructors) and refrain from any unnecessary, disruptive, and off-topic discussions during class. The instructor encourages an open environment in which everyone has a right to express their own opinions and ideas. However, everyone should be able to do so without having to talk over any of their peers in order to be heard.

Electronic Devices: Under no circumstances are students allowed to use portable music devices (MP3 players, iPhones, etc.) or portable video game systems (PSP, mobile phones, etc.) during class. You come to class to learn. If students are observed using portable music or gaming devices after the class has started, they will be asked to leave the class.

Unique Academic Needs:

If you have an academic need or learning disability that should be taken into account in either classroom activities or exams, please be sure that the proper documentation is delivered to the instructor in the first two weeks of the semester.

Religious Observances:

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.
You may arrange to take an exam on an alternative date if the exam falls on a religious holy day. Let the instructor know in the first two weeks of the semester if any exam date falls on a religious holy day.

Potentially Objectionable Material:

In studying the Internet we are bound to encounter online material that may be sexual in nature, some of which may be obscene, as well as racist or otherwise offensive material. Some of this material is a focus of the curriculum, while at other times there is likely to be incidental exposure to content that some individuals may find offensive. Please be considerate of your Internet browsing during the course and its assignments, and as in any typical Internet browsing experience use good judgment as to what your limitations are.

Course adjustments:

Any aspect of this syllabus, including the content and reading schedule, may be adjusted throughout the semester. Any changes will be announced in class and via D2L. Students are responsible for checking D2L for announcements at least twice weekly.

Course Schedule & Readings

Articles preceded with a * are recommended (but not required) readings to help diversify your knowledge in the week's content area.

January 16 – NO CLASS (MLK Holiday)

January 23 - The Nature of CMC Theory/Research
Walther, J. B. (2009). Theories, boundaries, and all of the above. *Journal of Computer-Mediated Communication, 14*(3), 748-752. doi: 10.1111/j.1083-6101.2009.01466.x

Anonymous. (1998). To reveal or not to reveal: A theoretical model of anonymous communication. *Communication Theory, 8*, 381-407. doi: 10.1111/j.1468-2885.1998.tb00226.x

*Walther, J. B. (2011). Theories of Computer-Mediated Communication and Interpersonal Relations. In M. L. Knapp & J. A. Daly (Eds.), The SAGE Handbook of Interpersonal Communication (pp. 443-480). Thousand Oaks, CA: Sage.

January 30 – Media Selection

Daft, R. L., & Lengel, R. H. (1986). Organizational information requirements, media richness and structural design. *Management Science, 32*, 554-571.

Korzenny, F. (1978). A theory of electronic propinquity: Mediated communications in organizations. *Communication Research, 5*, 3-24.

Schmitz, J. & Fulk, J. (1991). Organizational colleagues, media richness, and electronic mail: A test of the social influence model. *Communication Research, 18*, 487-523.

*Daft, R. L., Lengel, R. H., & Trevino, L. K. (1987). Message equivocality, media selection, and manager performance: Implications for information systems. *MIS Quarterly, 11*, 355-368.

*Sitkin, S. B., Sutcliffe, K. M., & Barrios-Chopilin, J. R. (1992). A dual-capacity model of communication media choice in organizations. *Human Communication Research, 18*, 563-598.

*O'Sullivan, P. B. (2000). What you don't know won't hurt me: Impression management functions of communication channels in relationships. *Human Communication Research, 26*, 403-431.

February 6 - Cues Filtered Out

Kiesler, S., Siegel, J. & McGuire, T.W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist, 39*, 1123-1134.

Sproull, L., & Kiesler, S. (1986). Reducing social context cues: Electronic mail in organizational communication. *Management Science, 32*, 1492-1512.

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 Research, 13*, 225-252.

February 13 – SIDE

Reicher, S., Spears, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. *European Review of Social Psychology, 6*, 161-198. doi: 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.

Sassenberg, K. (2002). Common bond and common identity groups on the Internet: Attachment and normative behavior in on-topic and off-topic chats. *Group Dynamics: Theory, Research, and Practice, 6*, 27-37. doi: 10.1037/1089-2699.6.1.27

* Carr, C. T., Vitak, J., & McLaughlin, C. (in press). Strength of social cues in online impression formation: Expanding SIDE research. *Communication Research*.

*Lea, M., & Spears, R. (1992). Paralanguage and social perception in computer-mediated communication. *Journal of Organizational Computing, 2*, 321-341.

*Spears, R., & Lea, M. (1994). Panacea or panopticon: The hidden power in computer-mediated communication. *Communication Research, 21*(4), 427-459. doi: 10.1177/009365094021004001

February 20 – Virtual Community and Groups

Baym, N. K. (1998). The emergence of on-line community. In S. G. Jones (Ed.), *Cybersociety 2.0* (pp. 35-68). Thousand Oaks, CA: Sage.

Grannovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology, 78*, 1360-1380. (See also ISI Current Contents #49, 8 Dec. 1986, "This week's citation classic.")

Polzer, J. T., Crisp, C. B., Jarvenpaa, S. L., & Kim, J.W. (2006). Extending the faultline model to geographically dispersed teams: How co-located subgroups can impair group functioning. *Academy of Management Journal, 49,* 679-692.

*Olson, G. M., & Olson, J. S. (2000) Distance matters. *Human-Computer Interaction*, 15, 139-179.

*Straus, S. G., & McGrath, J. E. (1994). Does the medium matter? The interaction of task type and technology on group performance and member reactions. *Journal of Applied Psychology, 79*, 87-97.

February 27 – Public Relations and Promotional Dialogue (?Guest: Dr. Rebecca Hayes)

Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public Relations Review, 28*(1), 21-37. doi: 10.1016/S0363-8111(02)00108-X

Levenshus, A. (2010). Online relationship management in a presidential campaign: A case study of the Obama campaign's management of its Internet-integrated grassroots effort. *Journal of Public Relations Research, 22*(3), 313-335. doi: 10.1080/10627261003614419

Rybalko, S., & Seltzer, T. (2010). Dialogic communication in 140 characters or less: How *Fortune* 500 companies engage stakeholders using Twitter. *Public Relations Review, 36*(4), 336-341. doi: 10.1016/j.pubrev.2010.08.004

* Vitak, J., Zube, P., Smock, A., Carr, C. T., Ellison, N., & Lampe, C. (2011). It's complicated: Facebook users' political participation in the 2008 election. *Journal of CyberPsychology, Behavior, and Social Networking, 14*(3), 107-114. doi: 10.1089/cyber.2009.0226

March 5 – Social Information Processing and Hyperpersonal Perspectives
 (?Guest: Dr. Joseph B. Walther)

Walther, J. B., & Burgoon, J. K. (1992). Relational communication in computer-mediated interaction. *Human Communication Research, 19*(1), 50-88. doi: 10.1111/j.1468-2958.1992.tb00295.x

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research, 23*, 3-43. doi: 10.1177/009365096023001001

Ramirez, A., Jr., & Zhang, S. (2007). When online meets offline: The effect of modality switching on relational communication. *Communication Monographs, 74*, 287-310.

*Walther, J. B. (1992). Interpersonal effects in computer-mediated interaction: A relational perspective. *Communication Research, 19*(1), 52-90. doi: 10.1177/009365092019001003

March 12 - Online Identity

Bargh, J. A., McKenna, K. Y. A., & Fitzsimons, G. M. (2002). Can you see the real me? Activation and expression of the "True Self" on the Internet. *Journal of Social Issues, 58*, 33-48.

Turkle, S. (1997). Constructions and reconstructions of self in virtual reality: Playing in the MUDs. In S. Kiesler (Ed), *Culture of the Internet* (pp. 143-156). Mahwah, NJ: Lawrence Erlbaum.

Amichai-Hamburger, Y., & McKenna, K. Y. A. (2006). The contact hypothesis reconsidered: Interacting via the Internet. *Journal of Computer-Mediated Communication, 11*(3), article 7. Retrieved June 1, 2007 from http://jcmc.indiana.edu/vol11/issue3/amichai-hamburger.html

March 19 – NO CLASS (Spring Break)

March 26 – Online Relationships

Gibbs, J. L., Ellison, N. B., & Heino, R. D. (2006). Self-presentation in online personals: The role of anticipated future interaction, self-disclosure, and perceived success in Internet dating. *Communication Research 33*, 1-26.

Donath, J., & boyd, d. (2004, October). Public displays of connection. *BT Technology Journal, 22* (4), 71-82.

Parks, M. R., & Floyd, K. (1996). Making friends in cyberspace. *Journal of Communication, 46,* 80-97.
http://www.usc.edu/dept/annenberg/vol1/issue4/parks.html

*Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time. *Human Communication Research, 28*, 317-348.

April 2 – Organizations and Education

Haythornthwaite, C., Wellman, B. & Mantei, M. (1995). Work relationships and media use: A social network analysis. *Group Decision and Negotiations, 4*, 193-211.

Contractor, N. S., & Eisenberg, E. M. (1990). Communication networks and new media in organizations. In J. Fulk & C. Steinfield (Eds.), *Organizations and communication technology* (pp. 145-174). Newbury Park, CA: Sage.

Brandon, D. P., & Hollingshead, A. B. (1999). Collaborative learning and computer-supported groups. *Communication Education, 48*, 109-126.

April 9 - Health and Social Support

Braithwaite, D. O., Waldron, V. R., & Finn, J. (1999). Communication of social support in computer-mediated groups for persons with disabilities. *Health Communication, 11*, 123-151.

LaRose, R., Eastin, M. S., & Gregg, J. (2001). Reformulating the Internet paradox: Social cognitive explanations of Internet use and depression. *Journal of Online Behavior, 1* (2). Retrieved from http://www.behavior.net/JOB/v1n2/paradox.html

Wright, K. B., & Bell, S. B. (2003). Health-related support groups on the Internet: Linking empirical findings to social support and computer-mediated communication theory. *Journal of Health Psychology, 8*(1), 39-54. doi: 10.1177/1359105303008001429

*Kraut, R., Lundmark, V., Patterson, M., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psychologist, 53*, 1017–1031.

April 16 – Adapting Research Methods for Online Research

Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Report of board of scientific affairs' advisory group on the conduct of research on the Internet. *American Psychologist, 59*(2), 105-117. doi: 10.1037/0003-066X.59.2.105

Ganassali, S. (2008). The influence of the design of web survey questionnaires on the quality of responses. *Survey Research Methods, 2*(1), 21-32.

Geiger, R. S., & Ribes, D. (2011, January 4-7). *Trace ethnography: Following coordination through documentary practices.* Paper presented at the 44th Hawaii International Conference on System Science, Kauai, HI.

*Rheingold, H. (2003). Smart Mobs: The Next Social Revolution. Cambridge, MA, Perseus Publishing. Chapters 2, 3 and 7

April 23 – Computational Research Methods

Kittur, A., Chi, E. H., & Suh, B. (2008, April 5-10). *Crowdsourcing user studies with mechanical turk.* Paper presented at the CHI 2008, Florence, Italy.

Kramer, A. D. I. (2010). *An unobtrusive behavioral model of "gross national happiness".* Paper presented at the 28th international conference on Human factors in computing systems (CHI 2010), Atlanta, GA.

Heer, J., Bostock, M., & Ogievetsky, V. (2010). A tour through the visualization zoo. *Communications of the ACM, 53*(6), 59-67. doi: 10.1145/1743546.1743567

April 30 – Group Presentations
Final Papers Due
Groups' Readings

May 7 – NO CLASS (Final Exam Week)