

DRAFT Syllabus
ILS 538 Computer-Mediated Communications
Spring 2012

1. Course number, section, academic session, and complete course title

ILS 538 S70, Spring 2012, Computer-Mediated Communications

2. Instructor

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Buley 408T

online and by appointment

3. Location and class dates and meeting times

Online via <http://vista.southernct.edu>, January 18, 2012-April 21, 2012

4. Pre-requisite/Co-requisite requirements

ILS 501, ILS 503, and ILS 504

5. Course description

A reading-intensive course on computer-mediated communication (CMC) and its applications in the dissemination of information and delivery of information services. In the context of existing theoretical frameworks and CMC research findings, the course reviews the advantages and disadvantages of CMC technologies as well as the long-term implications of CMC for the information professions.

6. Required texts

Thurlow, C., Lengel, L., & Tomic, A. (2009). Computer mediated communication: Social interaction and the internet [reprint of 2004]. Washington, D.C.: Sage. ISBN 978-0-7619-4954-1

7. Online resources

- website for the textbook: <http://www.com.washington.edu/cmc/>
- John Suler's online book The Psychology of Cyberspace:
<http://users.rider.edu/~suler/psycyber/psycyber.html>
- Barry Wellman's publications on online community and social networks:
<http://homes.chass.utoronto.ca/~wellman/publications/publications.html>
- Joe Walther's 471 things to read about CMC:
https://www.msu.edu/~jwalther/docs/471_Things_to_Read.html
- The Journal of Computer-Mediated Communication:
<http://jcmc.indiana.edu/>
- CyberPsychology and Behavior: <http://www.liebertonline.com/cpb>

8. Tk20 requirement: none.

9. Course objectives/learner outcomes

Upon successful completion of this course students will be able to:

- [1] Identify and define basic views, theories, and contemporary issues concerning computer-mediated communication in organizational settings.
- [2] Identify, explain, and use several technologies (email, conferences, IM, blogs, podcasts) used to facilitate communication in a work setting.
- [3] Evaluate various forms of mediated communication and their effective uses.
- [4] Identify and define processes, problems, and advantages associated with the use of communication technology in an organizational setting.

10. ALA competencies

This course addresses the following student competencies from the ALA's Core Competencies of Librarianship. Final version Approved by the ALA Executive Board, October 25th 2008. Approved and adopted as policy by the ALA Council, January 27th 2009: 4A, 4B, 4C, 4D, 6A, and 6C as they relate to communication

11. Modes of instruction

Includes participating in discussions, discussing cases, doing research, reading assignments, completing field work, and group projects.

12. Evaluation and methods of assessment

Weekly participation/activities. The organization of the course is seminar style. Each student will prepare a summary of assigned weekly activities. [Seminar participation is 60% of the final course grade.]

[documents objectives 1, 2, and 3]

Final research project and report. [The final research report is 40% of the final course grade.]

[documents objective 4]

13. Course outline

Basic Theory

Week 1 (1-18-2012 to 1-20-2012):

Read: Unit 1:1 (pp 14-23) in Thurlow, Lengel & Tomic (TL&T)

Complete: 1 and 3 on pp 23-24

Week 2 (1-23-2012 to 1-27-2012):

Read: Units 1:2-3 (pp 25-44) in TL&T

Complete: 1-3 on pg 34; and 2 on pg 44

Week 3 (1-30-2012 to 2-3-2012):

Read: Units 1:4-6 (pp 45-79) in TL&T

Complete: 3-4 on pp 56-57; 2-3 on pg 68; and 1 on pg 80

Central Issues

Week 4 (2-6-2012 to 2-10-2012):
Read: Units 2:1-2 (pp 82-105) in TL&T
Complete: 1-4 on pp 93-94; and 1, 2, and 3 on pg 106

Week 5 (2-13-2012 to 2-17-2012):
Read: Units 2:3-4 (pp 107-127) in TL&T
Complete: 1-3 on pp 116-117; and 2-3 on pg 128

Week 6 (2-20-2012 to 2-24-2012):
Read: Units 2:5-6 (pp 129-158) in TL&T
Complete: 1 and 3 on pg 136; 4 on pg 147; and 1-22 on pp 158-159

Field Work

Week 7 (2-27-2012 to 3-2-2012 [Leap Year]):
Read: Tasks 3:1-2 (pp 163-174) in TL&T
Complete: Task and Fieldnotes on pp 168-169 and 173

Week 8 (3-5-2012 to 3-9-2012):
Read: Tasks 3:3-4 (pp 175-186) in TL&T
Complete: Fieldnotes on pp 180 and 185

Week 9 (3-12-2012 to 3-16-2012):
Read: Tasks 3:5-6 (pp 187-196) in TL&T
Complete: Task and Fieldnotes on pp 190 and 196

Spring Break (3-19-2012 to 3-23-2012)

Research

Week 10 (3-26-2012 to 3-30-2012):
Browse: Topics 4:1-9 (pp 199-231) in TL&T
Identity: two topics for your research paper
Develop: initial bibliographies for each

Week 11 (4-2-2012 to 4-5-2012) [April 6-7 Day of Reflection]:
Share: Thesis of your research paper and rationale for why it is important

Week 12 (4-9-2012 to 4-13-2012):
Present: presentation of your research to the class (video, audio, PowerPoint, paper, etc.)

Week 13 (4-16-2012 to 4-20-2012):
Submit: research paper

14. Current bibliography

Aiex, N. K. (2002). Organizational communication: Research and practice. ED296419
<http://www.ericdigests.org/2002-4/communication.html>

- Barak, Z. (Ed.). (2008). Psychological aspects of cyberspace: Theory, research, applications. Cambridge University Press. ISBN 978-0521873017
- Brooks, E., Heyman, N., & Pyon, J. (n.d.). An application of Erving Goffman's sociological theories. <http://socserv2.mcmaster.ca/soc/courses/soc4j3/stuweb/cyber9/front.htm>
- Kawasaki, G. (2007). Ten ways to use linkedin. <http://blog.linkedin.com/2007/07/25/ten-ways-to-use/>
- Liu, Y. (2002). What does research say about the nature of computer-mediated communication: Task-oriented, social-emotion-oriented, or both? *Electronic Journal of Sociology*. <http://www.sociology.org/content/vol006.001/liu.html>

15. Library resources

- Deneke, L. (2007). Computer-mediated communication: Potential and actual effects on the English language. VDM Verlag. TK5105.6.D46 2007
- Kelsey, S., & St. Amant, K. (Eds.). (2008). Handbook of research on computer mediated communication. LB1028.5.H3163 2008 [Ref]
- Konijn, E. A., Utz, S., Tanis, M., & Barnes, S. B. (Eds.). (2008). Mediated interpersonal communication. New York: Routledge. HM1166.M43 2008
- Manusov, V., & Patterson, M. L. (Eds.). (2006). The SAGE handbook of nonverbal communication. Thousand Oaks, CA: Sage. BF637.N44 S24 2006
- Martinez Aleman, A. M., & Wartman, K. L. (2009). Online social networking on campus: Understanding what matters in student culture. New York: Routledge. LA229.M345 2009
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2005). The handbook of discourse analysis. Malden, MA: Blackwell. P302.H344 2005
- St. Amant, K. (Ed.). (2007). Linguistic and cultural online communication issues in the global age. Hershey, PA: Information Science Reference. HM1211.L56 2007 [Oversize]
- Thurlow, C., Lengel, L., & Tomic, A. (2004). Computer mediated communication: Social interaction and the internet. Thousand Oaks, CA: Sage. QA76.9.C66 T44 2004
- Werdin, K. L. (2011). Acid technique of detecting deception over computer medicated communication. [Master's Thesis]. 2011 5737

Wright, K. B., & Webb, L. M. (Eds.). (2011). Computer-mediated communication in personal relationships. Peter Lang. HM742.C65.2011

Computer-Mediated Communication Magazine <http://www.december.com/cmc/mag/>

FACCT: Faulkner's Advisory on Computer and Communications Technologies
<http://www.faulkner.com/showcase/faccts.htm>

Journal of Computer-Mediated Communication [http://0-onlinelibrary.wiley.com.www.consuls.org/journal/10.1111/\(ISSN\)1083-6101](http://0-onlinelibrary.wiley.com.www.consuls.org/journal/10.1111/(ISSN)1083-6101)

16. Accommodation for disabilities

"Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. There are a variety of resources available to you through the University's Disability Resources Center located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD."

If you are a student with a disability, before you may receive accommodations in this class, you will need to contact Southern's Disability Resource Center (DRC). For Further Information please refer to the DRC website: www.southernct.edu/drc

17. Academic honesty statement

Plagiarism involves taking and using as one's own the writing and/or ideas of another and ranges from outright stealing to inadequate attribution. The department does not tolerate plagiarism in print or online. Violations of plagiarism or the use of commercial organizations or paid individuals to write all or part of work submitted for a class may result in a failing grade for the course or dismissal from the program.

"Academic Standards and Program Regulations" (from Graduate Studies Catalog): "The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies."

Proscribed Conduct (from Student Handbook) "Academic misconduct including all forms of cheating and plagiarism. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment. Disciplinary sanctions which may be imposed by the University include expulsion from all universities within

the CSU System. In cases of academic misconduct, faculty member may fail the student on the work or the course. Ability to take action extends beyond the semester in which the course was taken."

18. Submission of course work

Work is to be submitted through the Vista course shell. When attachments are used, please paste a copy of the contents in the Message input box.

19. Late submissions policy

Life happens but the semester has a definitive end. Please inform the instructor as soon as possible whenever life intervenes between you and a due date. Any work not submitted by the end of the course will be averaged as zeros in calculating the course grade.

20. Class cancellations

n/a

Diversity Statement

Culturally diverse samples and examples on various topics and concepts are researched, retrieved from print and non-print and included in the course where appropriate. The use of technology, as a means to teach learners who are visual, aural, or kinesthetic, in order to account for a variety of cultural learning styles, is demonstrated where applicable.