

Communication 7850: Communication Technology Fall 2012

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Class Information: Tues/Thurs 3:55-5:15, Journalism 106

Course Objectives:

1. To explore and critically analyze the role of various technologies in communication.
2. To practice and develop skills related to various facets of academia.
3. To develop stronger academic writing skills.
4. To learn or further develop skills in a technology relevant to your research.
5. To develop multiple study ideas and produce a sound, executable study.

Required texts:

Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon. (Or any later edition)

Note: Your writing will be held to the standards outlined in the 6th edition of *The American Psychological Association (APA) Style Manual*. The Strunk and White text provides additional guidance on writing style. You are pursuing an advanced degree in Communication; needless to say, excellent grammar and writing are expected.

Policies & Legalese

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. Violations of the code will result in severe penalties in this course and all violations will be reported to the School of Communication and the Committee on Academic Misconduct.

*One important note for graduate students is the fine line between re-using segments of one's work and re-submitting one's work. When you are writing multiple papers on the same topic across courses, it can be difficult to determine the difference. For this class, I want to see original ideas and original work that are relevant to the substance of the course. I do not want to see the same paper you've submitted multiple times with just a new population, a new treatment, or a few different variables to make it fit the class topic. If you have questions about the suitability of your work, please talk to me.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense. ***When in doubt, consult your instructor before doing anything about which you are uncertain.*** You should also read through the "Ten Suggestions for Preserving Academic Integrity" available at <http://oaa.osu.edu/coam/ten-suggestions.html>. **In this class, the penalty for academic dishonesty consists of a failing grade for the class; a report to the School of Communication and the Committee on Academic Misconduct; and other potential consequences, including expulsion from the University.**

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone use; nonclass computer activity; or reading nonclass materials), 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 asked to leave class, suffer grade penalties, and be reported to the Department Head, the Dean of Students, and/or University Police. Cell phones are considered a disruption. **Turn your cell phone off completely before the start of class. Not just the ringer—completely off.** Any student who is observed consulting or using their phone or whose cell phone rings, beeps, or audibly vibrates during class may be asked to leave and will suffer grade penalties.

Laptop Policy: I strongly advise against the use of laptops in class. Research indicates that other students find them distracting. I find them distracting. If you wish to use a laptop, you must turn off wireless access for the duration of class. Laptop use is restricted to note-taking only during lecture portions and **will be discontinued during class presentations and discussions.** If you are caught using your laptop for other purposes, your overall class grade will be dropped 1% and you will lose the privilege of using your laptop in class. If someone else is distracting you with their inappropriate laptop use, please let me know.

If you object to this policy or do not feel that you can adhere to it, please do not enroll in this class.

Web/Email Policy: For this course, you are required to have online access regularly (i.e., at least 2-3 times a week). Please use discretion in your emails: it is often much more efficient to answer questions or converse on a topic face-to-face than through email.

Inclement Weather: Unless the University is closed, you should assume class will be held. However, I hear winter weather in Columbus can be beastly, and there is a possibility that I may not be able to make it to campus as a result of some unforeseen weather-related circumstance. If I do not show up 30 minutes after the start of class, consider the class canceled. If the weather is bad, please check your email or contact a classmate with access; if conditions prevent me from making it to campus on time I will do my best to inform everyone via email.

Disability Accommodations: If you anticipate the need for accommodations to meet the requirements of this course, please contact the Office for Disability Services, Pomerene Hall, Room 150, or phone (614) 292-3307. Students with documented disabilities can meet with me privately within the first three weeks of class to coordinate reasonable accommodations.

Assignments

Study journal. (5%) After reading an article, you should be left with as many questions as you found answers. As a researcher, it is essential to get into the habit of collecting your ideas, even if you don't have time to develop them into actual studies just yet. Your journal doesn't have to be neat or have a Hello Kitty cover or anything like that—it is for your benefit. Simply reference the article or topic at the top and sketch out approximately 1 page of your lingering questions, hypotheses, and/or future study ideas. The goal is to develop a collection of the kernels of executable studies. You don't have to do this for every topic, but you should do this for at least 10 dates/classes. **Journal due:** Tuesday, December 4.

Learning component. (10%) Researching technologies means you must have a grasp on how to use them. For this class, you will identify technological skills you've been wanting/needing to

improve and propose a learning path/timeline and method of assessment for these skills. Examples may include learning how to use or implement skills such as: coding/programming, website development, Photoshop, or Google Analytics. Resources you may consult include the Digital Union (and their workshops), online or offline courses, tutorials, or working with a tutor to learn. Examples of online resources:

<http://code.google.com/edu>

<http://khanacademy.org>

<https://coursera.org>

Proposal due: Tuesday, September 4. **Final demonstration due:** Tuesday, November 20.

Middish-term exam. (20%) This exam will be an in-class, closed-book, short essay exam. The purpose of this format is twofold: first, to prepare you for the demands of your comprehensive exams; second, it is designed to prepare you for the demands of teaching and presenting your work. Although we are in an era of having information at our fingertips, you should have the ability to clearly, accurately, and spontaneously answer questions without having to consult other sources. **Date:** October 30.

Research project. (45%) Your final project for the course will be a research project incorporating theories and concepts covered in class. The only two major restrictions are: 1) Your idea for this paper should be unique to this class. Although your paper may continue a line of research you are conducting, it should not be a rehash of ideas you have submitted elsewhere. 2) The study must have a feasible design given your current resources, because you will be launching it this semester. You will submit a journal-worthy paper including an introduction, lit review, hypotheses, detailed method. A final section will discuss implications if the hypotheses are supported and acknowledge limitations in the design. All measures should be submitted as appendices. The paper should be 14-16 pages without references or appendices. APA 6th ed. format is required. Because I see this as a kickstart to a study rather than merely a class assignment, I strongly advise you to find an appropriate faculty member for advisement/collaboration (I am happy to serve this role if appropriate.) You should be the first author, however, and these ideas should be your own. You will submit an initial proposal (~2 pages indicating theory, method, & possible hyps, with references) no later than **September 25**. Because I think peer collaboration is invaluable, you may also work with other classmates if you wish (max group of 3). You will share the grade regardless of individual contribution, so choose wisely. Pitches: **Thursday, September 13**. Proposal due: **Tuesday, September 25**. IRB due: **October 4**. Final presentations: **November 27 & 29**. Final paper due: **Tuesday, December 4**.

Class participation and discussion questions. (20%) On three occasions, you will be responsible for submitting two discussion questions no later than midnight Friday for the subsequent week's topics. You will be graded for the relevance, thoughtfulness, and timeliness of your questions. Active and thoughtful class participation will account for the remaining part of your grade. Active doesn't mean nodding, breathing, and/or not falling asleep; it means making meaningful and relevant contributions to the discussion, asking challenging or interesting questions, knowing when to listen, and being a supportive participant *every* class.

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.