

Instructional Technology 532
Introduction to Computer-Mediated Communication
Second Summer Session 2011

Time and place:

Tuesdays and Thursdays, 5:00 pm - 8:50 pm

Bailey Education Complex 327 (please confirm location by checking the timetable prior to the first night of class)

Professor:

Trena Paulus, Ph.D., Associate Professor

Department of Educational Psychology & Counseling (EPC)

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During second summer session I will generally be in my office before class from 1-5, M-R and am happy to arrange a meeting with you during those times. I also answer e-mails within 24 hours (usually much sooner).

Course description:

This course is designed for graduate students interested in understanding how human communication is (or is not) impacted by electronic environments such as e-mail, texting, Facebook, and discussion forums, to name a few. We will explore the history and development of CMC environments, existing research on CMC, and the implications of CMC for the design of teaching and learning environments. Students will collect and analyze CMC data of interest to them, learning how to make sense of it from both research and practical perspectives.

Course blog: <http://introcmc.blogspot.com/>

Disability services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Disability Services at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for documented disabilities.

Required materials:

1. Mercer, N. (2000). *Words & Minds: How we use language to think together*. New York: Routledge.
2. Wright, K.B. & Webb, L.M. (2011). *Computer-mediated communication in personal relationships*. New York: Peter Lang Publishers.
3. *Publication Manual of the American Psychological Association*. 6th edition.
4. Other assigned readings will be posted in Blackboard.
5. Have a head set (webcam if possible) and ability to log into the Centra virtual classroom on the night of July 28th.

Useful journals/Websites to know about:

- Journal of Computer-Mediated Communication (<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291083-6101>)
- New Media and Society (<http://nms.sagepub.com/>)
- The Internet & Higher Education (http://www.elsevier.com/wps/find/journaldescription.cws_home/620187/description)
- Computers & Education (http://www.elsevier.com/wps/find/journaldescription.cws_home/347/description)
- Digital media and learning: <http://dmlcentral.net/>
- The Pew Internet & American Life Project (<http://www.pewinternet.org/>)
- Association for Internet Researchers (<http://aoir.org>)

Expectations about attendance and participation:

1. Come to every class session on time and be fully engaged.
2. Be prepared by having read assigned materials thoroughly and critically.
3. Check your UT email & Blackboard regularly for announcements.
4. Enthusiastically participate in whole class and small group discussions. We will engage in a lot of small group work, so please let me know in advance about any irregularities in your attendance &/or participation.
5. There are no excused absences or excused delays for assignment completion. As adults it is your choice whether or not to attend class and how to participate in class. My stance as the professor, of course, is that you should be in every class. I am not in the position to give or withhold permission for you to miss class. I simply ask that you let me know in advance if you plan to be late, absent or leave early.
6. At the same time, late arrivals, early departures, absences &/or assignments submitted late will all negatively impact your participation grade. Participation requires being present and meeting the expectations outlined in this syllabus.
7. No incompletes will be given.
8. Let's have the goal of being sure that everyone has the chance, and is encouraged, to participate during class discussions.
9. Please think carefully about your use of cell phones, smart phones, ipads, laptops and other electronic devices in class. That is, consider how these devices impact those around you. Maintaining eye contact is important to building good relationships with your professor and other students in small seminar classes such as this one. Having good relationships enables you to have effective discussions with others, a key part of this class. While I understand the overwhelming desire to constantly check email and/or Facebook and/or instantly google any unfamiliar concept or question that comes up in class (trust me, I struggle with this too), satisfying those desires can be detrimental to your ability to engage, focus, think, and sustain attention – abilities extremely important for graduate students to cultivate. I am not going to ban these devices outright. But if your use of them is distracting others and/or creating a less than optimal atmosphere in the class, I'll let you know.

Academic Honesty¹

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

You are expected to complete your own work. You cannot re-submit work here that was done for previous classes.

Plagiarism¹

¹ From the Graduate Catalogue (<http://catalog.utk.edu/content.php?catoid=2&navoid=27>):

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

For this class, plagiarism will result in a zero on the assignment and a meeting with your academic advisor.

Written assignments

- More details on each assignment will be provided as the course progresses.
- Completed assignments should be posted to the appropriate Blackboard discussion forum prior to the class session in which they are due.
- Please save your files as "your last name-assignment description." For example, "Smith-theorytopractice-paper". This helps me organize the files as I download them from Blackboard.
- I ask you to post assignments publicly so that you can see what your colleagues have been working on. I encourage you to read each other's work, preferably *after* you have submitted the assignment yourself. If you are not comfortable posting your work, you can email your work to me privately.
- I then download your assignments and insert my comments and feedback electronically in Word, then return it to you privately via e-mail. You should see comments inserted throughout your paper when it is returned. If you can't see these comments, please let me know.

10%. Participation and attendance.

See expectations above.

20%. Reading notes.

This semester you'll keep a journal in which you keep track of your questions, a-ha moments, ideas, and conundrums related to the readings and to your data collection and analysis of CMC data. Blogs are ideal locations for such journals since others (myself and your classmates) can easily read and provide feedback on your ideas and questions. Blogger and Wordpress are two free blog hosting services. You can also set up a blog reader to make it easier to keep up with the blog posts from the class (Google reader is one example.)

Your reflections should 1) demonstrate that you have critically read the assigned readings; and 2) raise questions that you would like us to discuss in class. Your blog post should be a critique and response of aspects of the readings that were meaningful to you. Please **do NOT simply post a summary** of the readings (we will all have

read the material, I want to know what you think about it.)

You should post, at minimum, one time to your blog each night before class (Monday and Wednesday night by midnight), and make an effort to read the posts of others in the class as time permits. I will be reviewing the blogs each morning bright and early as I prepare for class. I recommend that you make a post after class each night to capture the main insights/ideas/discussions. This will help you with your theory to practice paper.

35%. Theory to practice paper.

Choose a topic that allows you to synthesize the course readings and apply them to your practice in a meaningful way. Make an argument about how CMC should be integrated into a particular context (or not) and why/not (based on the research you have read this semester.) Your reading notes and reflections should help you with this assignment.

35%. Data analysis.

Collect some CMC data you are interested in. Download it and keep an electronic copy as well as a hard copy to share with the class. You'll bring copies of your data to class for workshops, during which we will analyze and describe the data together. Then, you will summarize these analyses for a final paper, in which you will make an argument about what is happening in this particular CMC data and what further analysis c/should be done.

Academic writing conventions and abilities

All assignments (except blog posts) must conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association*. The APA manual is an essential tool for graduate school academic writing. Please study it carefully and refer to it often. If you are unsure about particular APA formatting and citation rules, refer to the manual.

The ability to write in an appropriate academic manner is critical to successful graduate study. If you find that you need assistance with your writing, please visit the university's free Writing Center housed in the English department: <http://web.utk.edu/~english/writing/writing.shtml>. They do not proofread or edit your work, but they can help with idea development and organization – key elements of successful academic writing.

Assessment

Grades are updated regularly in Blackboard. Final grades will be given according to the UT grading scale:

A=90-100%

B+=85-89%

B=80-84%

C+=75-79%

C=70-74%

D=60-69%

F=59% and below

A Note Regarding Letter Grades:

Completing all assignments and meeting the minimum expectations of the course constitutes "B" work; truly outstanding/superior work constitutes "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower. Spending a lot of time on course requirements (or having a history of being an "A" student) may not, in and of itself, necessarily result in an "A" grade.

Tentative schedule – subject to change:

<i>Class session</i>	<i>Topic</i>	<i>Readings (to be done before class)</i>	<i>Due before class in Blackboard</i>
1. July 7	Language and learning	<p>Mercer Chs 1-4</p> <p>Paulus, T.M. (2006). Challenge or connect? Dialogue in online learning environments. <i>Journal of Computing and Higher Education</i>, 18 (1), 3-29.</p>	<p>Make a post to the Introduction discussion forum, post the URL of your reading notes blogs in the forum & post your reading notes by noon on July 7th</p>
2. July 12	Language and learning	<p>Mercer Chs 5-7</p> <p>Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. <i>Language@Internet</i>. http://www.languageatinternet.de/articles/2007/761</p>	<p>Reading notes due midnight prior</p> <p>Post description of CMC data in the forum</p>
3. July 14	<p>Function, purpose, outcomes of CMC</p> <p>Describing the context & participants</p>	<p>Wright & Webb Chs 1, 2, 10</p> <p>Boyd, d.m. & Ellison, N.B. (2008). Social network sites: Definition, history and scholarship. <i>Journal of Computer-Mediated Communication</i> 13, 210-230.</p>	<p>Reading notes due midnight prior</p>
4. July 19	<p>Online support</p> <p>Describing topics/content</p>	<p>Wright & Webb Chs 6, 7, 8</p> <p>Paulus, T.M. & Scherff, L. (2008). "Can anyone offer any words of encouragement?" Online dialogue as support mechanism for preservice teachers. <i>Journal of Technology and Teacher Education</i> 16 (1), 113-136</p>	<p>Reading notes due midnight prior</p>
5. July 21	<p>Relational contexts</p> <p>Describing language use</p>	<p>Wright & Webb Chs 11, 12, 13</p> <p>Selwyn N. (2009). Faceworking: Exploring students' education-related use of Facebook. <i>Learning, Media & Technology</i> 34(2), 157-174.</p>	<p>Reading notes due midnight prior</p>
6. July 26	<p>Self-presentation; the dark side of CMC</p>	<p>Wright & Webb Chs 3, 15, 19</p> <p>Rourke, L. & Kanuka, H. (2007). Barriers to online critical discourse. <i>Computer-supported collaborative learning</i> 2, 105-126.</p> <p>Madge, C., Meek, J., Wellens, J. & Hooley, T. (2009). <i>Facebook</i>, social integration and informal learning at university: 'It is more for socializing and talking to friends about work than for actually doing work.' <i>Learning, Media and Technology</i> 34(2), 141-155.</p>	<p>Reading notes due midnight prior</p> <p>Workshop #1</p>

7.	July 28	CMC in educational contexts	<p>Warburton, S. (2009). Second life in higher education: Assessing the potential for and barriers to deploying virtual worlds in learning and teaching. <i>British Journal of Educational Technology</i> 40(3), 414-426.</p> <p>Teclehaimanot, B. & Hickman, T. (2011). Student-teacher interaction on Facebook: What students find appropriate. <i>TechTrends</i> 55(3), 19-30.</p> <p>Garrison, D.R., Anderson, T. & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. <i>The Internet & Higher Education</i> 2(2-3), 87-105.</p> <p>Paulus, T.M. & Spence, M. (2010). Using blogs to identify misconceptions in a large undergraduate lecture course. <i>TechTrends</i> 54(5), 62-68.</p>	<p>Reading notes due midnight prior</p> <p>Guest lecture in Centra with doctoral students on their CMC research (Olivia Halic, Debby Lee, Doug Canfield, Blair Mynatt, Jessica Lester)</p>
8.	August 2	CMC in educational contexts	<p>Arnold, N. = Paulus, T. (2010). Using a social networking site for experiential learning: Lurking, modeling and community building. <i>Internet and Higher Education</i> 13,188-196.</p> <p>Ebner, M., Leinhardt, C., Rohs, M. & Meyer, I. (2010). Microblogs in higher education – a chance to facilitate informal and process-oriented learning? <i>Computers & Education</i> 55, 92-100.</p>	<p>Reading notes due midnight prior</p> <p>Workshop #2</p>
9.	August 4	Theory to practice	<p>Howard, C.D. (Forthcoming). An instructional paradigm for the teaching of computer-mediated communication. <i>Instructional Science</i>.</p> <p>Sherblom, J.C. (2010). The computer-mediated communication (CMC) classroom: a challenge of medium, presence, interaction, identity and relationship. <i>Communication Education</i> 59(4), 497-523.</p>	<p>Reading notes due midnight prior</p> <p>Workshop #3</p>
10.	August 9	Project presentations		<p>Final papers due before class tonight</p>