Honors Seminar in Communication: Communication and Technology

COM 454 Course Syllabus ~ Spring 2013

Course Website: **http://elearning.uky.edu/**

"The newest computer can merely compound, at speed, the oldest problem in the relations between human beings, and in the end the communicator will be confronted with the age-old problem, of <u>what</u> to say and <u>how</u> to say it" (Murrow, 1964).

"Communication science studies the relationship between messages and people. More and more of these messages are being transmitted by computer networks; and more and more people are finding themselves caught up in the global network of networks. Many are optimistic, even enthusiastic about the effects of this new mode of instant worldwide communication. Some are doubtful" (Rodriguez & Robina, 1993).

"Communication technology research has the potential to unlock and refresh our views and understandings of the basic ways people interact with each other, offering new lenses with which to view normal, traditionally focused processes in intrapersonal and interpersonal dynamics, group functioning, the development and impacts of social networks, organizational behavior, commerce, and global information sharing . . . research using the Internet helps us understand the human condition the way we were and always will be, as message-exchanging and meaning-creating creatures, and that alone warrants our attention." (Walther, Gay, & Hancock, 2005)

GENERAL COURSE INFORMATION

COM 454-001   Class meets: 11:00 - 12:15 a.m.   Tuesday and Thursday   BH 306

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Tuesday and Thursday   1:00 p.m. – 2:00 p.m. (And by appointment)

COURSE DESCRIPTION

According to the 2012-2103 Bulletin, the course description for COM 454 is:

COM 454-001 Honors Seminar in Communication: Communication and Technology
Intensive study of a communication topic in professional, theoretical, and research methodology areas of communication. This seminar will not count toward a communication major; it will count toward credits for graduation. Prereq: COM 351, COM 365, and 3.3 GPA

Source: http://www.uky.edu/registrar/sites/www.uky.edu.registrar/files/COM.pdf

For the Spring 2013 semester, COM 454 is designed as a senior-level honors course to stress the themes of human communication, empowerment, and information and communication technology (ICT) as they relate to entrepreneurial thinking in organizations. The course emphasizes a theoretical and pragmatic understanding of the impact of ICT on communication in organizational contexts. The course introduces students to a variety of forms of ICT, computer-mediated communication (CMC) and social media, as well as issues pertaining to the effects of these technologies on entrepreneurial thinking in organizations. This course will involve both the study and use of ICT. There will be a significant "hands-on" component as students learn various network-based communication systems (ICT and Social Media). Uses and impacts on organizational communication, structure, and interpersonal effects will be considered in light of several technological variations. Students will augment their readings and class discussions with active ICT engagement to accomplish the course learning objectives.

LEARNING OBJECTIVES

Students will demonstrate an understanding of:
1) what is known about organizational communication from systematic, theoretical, and pragmatic perspectives,
2) how to recognize and use different information and communication technologies,
3) what competencies are required to evaluate the appropriateness, effectiveness, and applicability of ICT use in organizational communication contexts,
4) how the management of communication strategies using ICT enhances or detracts from communication competence, and
5) how the use of technology is likely to impact communication in organizations.

This course provides honors students with various means to develop their communication skills and their understanding of the communication process using technology. Through on-line blog posts and digital portfolios, oral presentations and a major term project, students will be given the opportunity to increase their interpersonal communication skills using technology and demonstrate their understanding of the impact technology has on communication in organizations.

REQUIRED READING

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Cheney G., Christensen, L. T., Zorn, T. E. & Ganesh, S. (2010). *Organizational communication in an age of globalization: Issues, Reflections, Practices. (2nd ed.).* Long Grove, IL: Waveland.

Safko, L. (2012). *The social media bible: Tactics, tools, and strategies for business success. (3rd ed.).* Hoboken, NJ: Wiley.

In addition to the required textbook and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available online, in the Communication Department, and in the W.T. Young Library in order to secure the necessary references required for the term project.

RECOMMENDED READINGS

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research.* (3rd ed.). Chicago: University of Chicago Press.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences.* Boston, MA: Allyn & Bacon.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2009). *Communication research measures: A sourcebook.* New York: Routledge.

Rubin, R. B., Rubin, A., Graham, E., Perse, E., & Seibold, D. (2009). *Communication research measures II: A sourcebook.* (v. 2). New York: Routledge.

Rubin, R. B., Rubin, A. M., Haridakis, P. M. & Piele, L. J. (2010). *Communication research: Strategies and sources.* (7th ed.). Boston, MA: Wadsworth.

POLICIES AND PROCEDURES

ATTENDANCE: **Attendance is required**. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented **in advance** of the absence and arrangements for work missed for such activities must be made <u>prior to</u> such absences. No excuses or documentation will be accepted more than two weeks after the absence. **Your final grade will be**

lowered 50 points (i.e., by 1/2 letter grade, or 5%) for <u>each</u> absence above two. The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10 percent deducted from the score as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Thursday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code). No make up work is available for in-class exercises or exams unless prior arrangements are approved by the instructor.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities.

CLASSROOM CIVILITY: I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.   This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by up to 10 percent.

TECHNOLOGY WORK: All graded assignments *must* be submitted in paper copy as well as in digital form. I will use Blackboard and electronic mail regularly for class updates. Please read your mail regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. If you do not already have these skills, you will need to acquire them quickly. They will not only be useful now, but for any job you take after you leave UK. Let me know if you need help with this. I encourage you to download Endnote X6 from http://download.uky.edu and learn the software. It will save you hours! I will also maintain a Blackboard site for our class.

POLICY ON INTELLECTUAL DISHONESTY: Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic "E" (failure) in the entire course. There will be no exceptions. Additional penalties may involve suspension, dismissal, or expulsion from the University. As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

If you suspect that someone else in the class is cheating or plagiarizing, please report it to me immediately. You may report such incidents anonymously at
http://comm.uky.edu/surveys/contactus/cheating.html.

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (but no later than the end of the second class period) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

COURSE REQUIREMENTS

EXAM: Two exams will be given during the first half of the semester and each will be worth 150 points. The midterm exam is comprehensive and will be given to ensure individual accountability as we work through the course content. There will be no final exam but, if necessary, we may meet during the scheduled final exam time to complete presentations. The comprehensive midterm will be composed of multiple-choice, true-false, matching, short answer, and essay items, and cover material from lectures, readings, discussions, and assignments. Study guides for each exam are posted on the course web page.

ASSIGNMENTS: One of the primary goals of this class is to enhance your ability to read, understand, explain and critically evaluate communication technology. The *Digital Portfolio* and related *Blog Posts* are designed to help you do just that. A complete description of this project is available on the Blackboard site.

THE ORIGINAL COMMUNICATION TERM PROJECT requires you to examine a specific technology, a particular aspect of communication within a specific organizational context, and to review how communication theory has been used in previous scholarly studies, and then to design and carry out your own critical research and analysis. This project may result in a final written document that.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. *Failure to complete ALL assignments will result in an E for the course.*

Your grade in this course is a function of the following:

		Points
Exam		300
• Exam #1 (2-07-2013)	150 points	
• Cumulative Midterm Exam (3-07-2013)	150 points	
Digital Portfolio		250
• Critical Reaction & Application Blog (8 X 20)	160 points	
• Online Portfolio (Resume with technological competencies)	90 points	
Final Term Project		450
• Initial Proposal (2/12/2013)	50 points	
• Research Preparation (3/26/2013	75 points	
• Final Term Project (4/16/2013)	225 points	
• Oral Presentation (4/16/2013)	100 points	
TOTAL		1000

The University of Kentucky College of Communications and Information Studies faculty do not use the "plus/minus" system. Based on student input, the university uses less-sensitive, but more traditional, "straight" letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

HOW TO STUDY AND EARN AN "A" IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course and earn an "A:"
- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises. Be certain that your comments improve on the silence.
- Participate in the on-line discussions and make use of web resources: http://elearning.uky.edu
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an e-mail.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings (multiple times if necessary)—and take notes in the margins of the textbooks. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write out what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

Murrow, E.R. (1964). Retrieved January 6, 2013 from Wikiquote
    http://en.wikiquote.org/wiki/Edward_R._Murrow

Rodriguez, G. & Robina S. (1993). Communications, computers and networks. *Communication Research Trends, 13*, 1-32. Retrieved from http://cscc.scu.edu/trends/v13/V13_3.pdf)

Walther, J.B., Gay, G., & Hancock, J.T., (2005). How do communication and technology researchers study the Internet? *Journal of Communication, 55*, 632-657.

TENTATIVE DAILY SCHEDULE

Following is a **tentative**, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	1/10/13	**TECHNOLOGY AND SOCIAL MEDIA**		
		Introduction & Overview *(Systems Theory)*	01	*Blackboard Introduction Post*
#2	1/15/13	Organizational Communication Technologies *(Media Richness)*	12 | S1	
	1/17/13	Social Media, Electronic Messaging, Internet Forums	S3 | S5	**Blog #1 - EM**
#3	1/22/13	Social Relationships and Networks *(Relational Dialectics)*	06 | S2	
	1/24/13	Social Networking, Microblogging, Interpersonal Conversations	S13|S21-pt1	**Blog #2 – SN**
#4	1/29/13	**ORGANZATIONAL FRAMEWORK FOR UNDERSTANDING TECHNOLOGICAL IMPACT**		
		Organizational Structure and Process *(Structuration Theory)*	02 | S4	
	1/31/13	HTML, Mobile, Social Communities,	S20|S6|S7	**Blog #3 – Resume**
#5	2/05/13	RSS and Analyzing Organizational Communication	S17 |15	
	2/07/13	**Exam #1 (150 points)**		
#6	2/12/13	**TECHNOLOGY AND GLOBALIZATION**		*Term Project Proposal Due*
		Global and Multicultural Communication	13	
	2/14/13	Photo Sharing, Podcasting (Audio Creation), Audio Sharing	S08|S09|S10	**Blog #4 – AC&S**
#7	2/19/13	Vlogs, Video Sharing, Livecasting	S11|S12|S14	
	2/21/13	Culture, Subculture, and Virtual Worlds	04 | S15	**Blog #5 – SL**
#8	2/26/13	**TECHNOLOGY AND CHANGE**		
		Ethics, Values, and SEO *(Burke's Pentad, Durkeim's Modernity)*	14 | S18	
	2/28/13	Organizational Change and SEM *(Lewin's Field Theory)*	11 | S19	**Blog #6 - Ethics**
#9	3/05/13	Organizational Identity *(Organizational Identification)*	05	
	3/07/13	**Midterm Exam (cumulative) (150 points)**		*Midterm Exam*
		SPRING BREAK (3/11 – 3/15)		
#11	3/19/13	**TECHNOLOGY AND TEAMS**	03	
		Rationality, Efficiency, Flow *(Functional Theory)*		
	3/21/13	GDSS and Videoconferencing	S21-pt2	**Blog #7 - Tech Comparison**
#12	3/26/13	Participation and Teams *(Bona Fide Groups, Participation)*	08	*Research Preparation Due*
	3/28/13	Leadership *(Traits, Styles, Transformational)*	07	
#13	4/02/13	**TECHNOLOGY, POWER, and CONFLICT**	09	
		Power and Control (The Darkside of Technology)		
	4/04/13	Social Media Success Strategies	S22|S23|S24	**Blog #8 - SMSS**
#14	4/09/13	Managing Conflict	S25|S26|10	
	4/11/13	*Term Project Research – No Class*		
#15	4/16/13	**Presentations**		*Term Project Due*
	4/18/13	**Presentations**		
#16	4/23/13	**Presentations**		
	4/25/13	**Presentations**		

<u>**ORIGINAL COMMUNICATION RESEARCH TERM PROJECT**</u> (Due 4-16-2013)

The major research project in this course requires you to choose a specific topic (communication technology concept) relevant to a specific organizational communication process, research that topic using several different sources, and apply course concepts and what you have learned through your secondary research to analyze the impact of the chosen communication technology on the communication process within a "real world organization."

In order to keep the project from becoming too overwhelming (and to eliminate undue stress created by procrastination) the project is divided into several stages:

- **<u>Initial proposal</u> is due February 12, 2013**

- **Research <u>preparation</u> work is due March 26, 2013**

- **<u>Oral presentations</u> begin April 16, 2013.**

- **<u>Final project</u> is due April 16, 2013.**

Through this project you will:

- Learn more about a specific organizational communication technology and related process of interest to you.

- Apply research skills to incorporate academic sources, contemporary and popular sources, interview techniques, and self-evaluation

- Compare and contrast information gained through various resources

- Present your findings in a coherent and interesting manner

SELECTING AN ORGANIZATIONAL COMMUNICATION CONCEPT TO RESEARCH

PART ONE: DUE FEBRUARY 12, 2013

The <u>initial proposal</u>, will be due at the start of class on February 12 and will be worth 50 points of the 450 total points for the project. On that date you will submit (typed and neatly formatted): A one to two page *full-sentence outline* of your organizational communication technology research project. At a minimum, make sure you do the following:

1. Identify an organizational communication **technology** and **concept** that is particularly interesting to you and that you would like to learn more about. Potential communication topics include such concepts as change management, diversity, globalization, ethics, communication competence, organizational identification, job satisfaction, communication satisfaction, organizational culture, power, hegemony, recruitment, organizational socialization, conflict, supervisor-subordinate communication, leadership, trust, feedback, peer and co-worker communication, organizational teams, decision-making, communication technology in organizations,

2. Provide a list of key words you have or will use during your library research;

3. Identify your tentative **organization** (and a potential contact person) that will be used to apply your secondary research findings – you must identify at least *two* potential organizations (i.e., you should have a good plan and a good backup plan); and

4. Identify a tentative timeline for data collection. You will receive feedback on your initial proposal on or before February 19.