Reedley College

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) COMM 15   (2) Computer-Mediated Communication   (3) 3

Number   Title   Units

(4) Lecture / Lab Hours:			(8) Classification:				
Total Course Hours							
	Total Lec hours:	3.00			Degree applicable:		X
	Total Lab hours:				Non-degree applicable:		
	Total Contact hours:	54.00			Basic skills:		
Lec will generate _0_ hour(s) outside work.			(9) RC	Fulfills AS/AA degree requirement: (area)			
Lab will generate _0_ hour(s) outside work.							
				General education category:			
(5) Grading Basis:	Grading Scale Only			Major:	COMMUNICATION		
	Pass/No Pass option	X		Certificate of:			
	Pass/No Pass only			Certificate in:			
(6) Advisories:							
			(10) CSU		Baccalaureate:		X
Eligibility for English 125			(11) Repeatable: (A course may be repeated three times)				
Eligibility for English 126							0
(7) Pre-requisites(requires C grade or better):							
Corequisites:							

(12) Catalog Description:
From email to social networking to online dating new communication technologies have changed the way people build and maintain relationships. The course explores several areas of study related to computer-mediated communication including historical perspectives, relationship formation online, online dating, hyperpersonal communication, the sociology of social networks and online communities, families and online communication, privacy and safety issues, and the convergence of mass and interpersonal communication.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:
    I. make effective use of the major online communication technologies including, but not limited to, social networks, email, blogs and the 3D Web.
    II. discuss the social implications of the changing face of interpersonal relationships maintained in part or in whole through computer mediated communication.
    III. effectively collaborate on tasks utilizing online tools.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:
    I. Define and explain the legal concepts of copyright, intellectual property, harassment, slander and cyberstalking.
    II. Explain the ethical considerations of communicating online with virtual anonymity.
    III. Explain various theoretical concepts related to computer-mediated communication including, but not limited to, hyperpersonal communication, cues filtered out, rich context, and relational intimacy.
    IV. Explain the concept of internet communities as "third places" and how this affects socialization online.
    V. Explain how research into computer-mediated communication is conducted and critique such research.
    VI. Discuss the various methods of determining credibility of individuals met online xxx.
    VII. Collaborate with other students to complete an online project.
    VIII. Evaluate personal computer-mediated relationships and communication skills
    IX. Express and defend positions on various areas of controversy concerning computer-mediated communication such as privacy and intellectual property issues.

IV. COURSE OUTLINE:

Lecture Content:

A. Defining Computer-Mediated Communication (CMC)

  1. Historical Perspective

    a. Development of the early internet

    b. Pre-World Wide Web

      1) Bulletin boards

      2) Email

      3) Information Service Providers (AOL, Compuserve, Prodigy)

    c. The Emergence of the "Popular" Internet

    d. Web 2.0

      1) User-developed Content

      2) Blogs

      3) Social Networks

    e. Convergence Technologies

  2. Technologies for Interpersonal Connection

    a. Email

    b. Text messaging

    c. Instant messaging

    d. Chat Rooms

    e. Discussion Boards

    f. Social Networking Sites

    g. Email discussion Groups (Newsgroups)

    h. Blogs

B. Technology and social interaction

  1. Digital Divide

  2. Cultural Dimensions

  3. Generational Dimensions

C. Interpersonal dynamics

D. Online Collaboration

E. Understanding Context

  1. Communication a function of social context

  2. The Business Context

  3. The Academic Context

  4. The Social Context

  5. Persona and context

F. Communities, Networks and Virtual Worlds

  1. The nature and function of the online community

  2. Social Networking

  3. Virtual Worlds

G. Virtual Identities

  1. Selective Release of Information

  2. The Special Interest Group and one-sided identities

  3. Deception

  4. Indiscriminate Disclosure

H. Online relationships

  1. Hyperpersonal communication

  2. Cyber-Friends

  3. Dating and Sex

I. Anti social behavior

  1. Addiction

  2. Cyberporn

  3. Cyber-Stalking

  4. Online predatory behavior

J. Legal and Ethical Issues

  1. Privacy

  2. Intellectual Property

  3. Netiquette

  4. Honesty

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V. APPROPRIATE READINGS

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Reading assignments may include but are not limited to the following:

    I. Sample Text Title:

        1. Recommended - Sadowski-rasters, G. Duysters, G. & Sadowski, B. *Communication and Cooperation in the Virtual Workplace: Teamwork in Computer-Mediated Communication,* Edward Elgar Publishing, North Hampton, Mass. , 2007,

        2. Recommended - Thurlow, C., Lengel, L. & Tomic, A. *Computer-mediated communication: Social Interaction and the Internet,* London: Sage, 2004,

    II. Other Readings

  _X_ Global or international materials or concepts are appropriately included in this course
  _X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The internet is a massive global community. Almost by default, the unofficial lingua franca is English. This gives students the unparalleled opportunity to interact with individuals of diverse cultures both domestically and globally. Computer-mediated communication is making the global village a reality. For good or for ill, globalization has resulted in part from the ease of communication across national borders by way of the internet. Students will be encouraged to explore the international flavor of the internet by seeking out opportunities to communicate with other cultures online. Likewise, course content will directly address cultural differences in computer-mediated communication driven by differing world views.

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VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

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Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing Check either 1 or 2 below			
X	*1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)		d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:
1. Students will write research-based papers exploring in-depth issues related to computer-mediated communication

2. Students will maintain a blog recording observations made during the progress of the course. Sample prompt for blog entry:
"Attend an event in Second Life. Talk to at least three other avatars while at the event. How was this similar and different than interacting with people at a similar face-to-face event? How is it similar and different than interacting with others in a chat room or through instant messaging? Which do you prefer and why?"

B. Problem Solving
Computational or non-computational problem-solving demonstrations, including:

X	a) exam(s)		d) laboratory reports
	b) quizzes	X	e) field work
X	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:
Students will work together to complete substantial group project utilizing various internet-based collaborative tools such as; wikis and file sharing programs. Sample prompt for group project:

"Working as a group design a web page using the free tools found at one of the free web hosting services listed in the external links section of Blackboard. Collaboratively, decide on a topic to be covered by your web site, identify your target audience and create content for the site. The site must include at least three pages with 3000 words of copy. Assign tasks to different group members. In completing this task communicate entirely online using; a group chat room, discussion board, file exchange or email. After completing the site write individual reports of 500 words each describing the collaboration effort. Discuss the tools you used to communicate on line, which tools seemed to work best for your group, communication problems encountered, ways you dealt with those problems and your comparison of the group collaboration process with face-to-face collaboration."

C. Skill demonstrations, including:

	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:

X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:
Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.
50% Written Work 20% Exams 10% Group Work 20% Participation (blogs and interaction)

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

	YES	NO
Computation Level (Eligible for MATH 101 level or higher where applicable)		X
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials

Recommended - Sadowski-rasters, G. Duysters, G. & Sadowski, B. *Communication and Cooperation in the Virtual Workplace: Teamwork in Computer-Mediated Communication,* Edward Elgar Publishing, North Hampton, Mass. , 2007,

Recommended - Thurlow, C., Lengel, L. & Tomic, A. *Computer-mediated communication: Social Interaction and the Internet,* London: Sage, 2004,

Comments:
Students will read and critique studies published in the online peer-reviewed Journal of Computer-Mediated Communication (Note: Since most available textbooks are 4-5 years old, the material will be dated. Therefore, the course will rely heavily on reading of journal articles and online research studies such as those published by the Pew Internet in American Life project and The Journal of Computer-mediated Communication.)

_____ This course requires special or additional library materials (list attached).
_____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126) (as outcomes for English 262)	Students must read and critique scholarly journal articles.
_____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words. _____ Applying word analysis skills to reading in context. _____ Using adequate basic functional vocabulary skills. _____ Using textbook study skills and outlining skills. _____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	They must research and write research papers relevant to the course content. These skills require a significant level of reading and writing skill beyond that of basic skills.
(eligibility for English 125) (as outcomes for English 252)	Students must read and critique scholarly journal articles.
_____ Writing complete English sentences and avoiding errors most of the time. _____ Using the conventions of English writing: capitalization, punctuation, spelling, etc. _____ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. _____ Expanding and developing basic sentence structure with appropriate modification. _____ Combining sentences using coordination, subordination, and phrases. _____ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	They must research and write research papers relevant to the course content. These skills require a significant level of reading and writing skill beyond that of basic skills.

Check the appropriate spaces.
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites