

## Spring 2019: CMAT 465 – Communication and Technology

### Course Website:

My Classes

<http://communicationandtechnology.wordpress.com/>

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### Instructor Contact Information:

Dr. Vinita Agarwal

Associate Professor of Communication Arts

T/TR 9:30AM–10:45AM, TETC 277

Email: Via My Classes Only

Office: Fulton Hall 272

Office Hours: 11:00AM–2:00PM Monday and by appointment

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### Prerequisite

CMAT 101 or 102 with a grade of C or better.

### Course Description

Examines innovations in communication techniques and applications. Topics include satellite and terrestrial based technology, conferencing, decision support systems, computer mediated communication and the impact of technology on the communication process and communicators. Prerequisites: CMAT 101 or CMAT 102 with grade “C” or better. Three hours per week with enhancement.

### Learning Objectives

Communication and Technology is an interrogation of emerging and existing information and communication technologies (ICTs) as they shape organizational, social, political, and individual communication processes. Through a rigorous and in-depth reflection on technology development, theory, application, and critique, students cultivate the knowledge essential to be critical consumers of technology. Students will be able to engage in its strategic application in a range of contexts. Upon successful completion of the course, the student will be able to:

- i. Articulate the issues and challenges shaping development of information and computing in a democratic system including net neutrality, privacy, freedom of speech, and control.
- ii. Critique development of ICTs with their impact on communication processes in social, organizational, and individual contexts.
- iii. Apply theoretical frameworks of technology including diffusion of innovations, social shaping of technology, and media richness theory among others.
- iv. Successfully complete in-class activities and assignments to demonstrate proficiency with:
  - a. Understand application of ICTs in individual, social, and organizational contexts.
  - b. Deliberation of social and individual consequences of ICT design and implementation through the lens of theoretical frameworks to recommend innovative strategies that address gaps identified.
  - c. Assessment and evaluation of implications of technology design and use, particularly with respect to achieving strategic communication goals, embodying ideals of a democratic society, and/or defining personal relationships and individual identity.

### Required Text and Readings

- Browning, L.D., Saetre, A.S., Stephens, K.K., & Sornes, J-O. (2008). *Information and Communication Technologies in Action: Linking Theory and Narratives of Practice*. New York: Routledge (Abbreviated: BS3)
- **E-Book:** Lawrence Lessig. (2006). *Code: Version 2.0*. New York: Basic Books [Available online: <http://codev2.cc/download+remix/Lessig-Codev2.pdf> ]
- Additional readings are made available through four technologically mediated and physical venues:
  - **Online articles:** Available online via open source [links on syllabus].

### Readings

The primary readings come from the required textbook and from a range of current and foundational online and scholarly sources. Readings are completed beforehand (i.e., before you come to class that day) so class time can be utilized in a discussion of the reading material.

### Brief Assignment Description (tentative)

Detailed handouts will be provided during the semester.

- ⇒ *Reading Reflections:*
  - Thoughtful engagement with readings.
  - Integration with individual experiences and critical thinking
- ⇒ *Lab:*
  - Tech-A-Day (group work)
  - Class exercises as done on a day-to-day basis
- ⇒ *Breakout Sessions:* (group work)
  - Demonstration of real-life engagement (e.g., Flashmob, Ethnography, Social movement participation)
  - Integration with readings
  - Pragmatic recommendations for application and policy
- ⇒ *Final Project and Portfolio:* (group work)
  - Observation and critique per theoretical framework in an organizational setting.

<b><u>Grading</u></b>	
<b>Assignment</b>	<b>Total % Points</b>
➤ Reading Reflections	30%
➤ Lab	30%
➤ Breakout Sessions	25%
➤ Final Project and Portfolio	15%

### Grade Breakdown

**A**= 90.0% & above; **B**= 80.0%-89.0%; **C**= 70.0%-79.0%; **D**= 60.0%-69.0%; **F**= 59.0% & below

### [Important Semester Dates](#)

TENTATIVE SCHEDULE—SPRING 2019  
CMAT 465—COMMUNICATION AND TECHNOLOGY

Week 1	Communication and Technology
Intro to Syllabus Computers Internet	<p><b>(T, Jan 29)</b></p> <ul style="list-style-type: none"> <li>▪ Introductions</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ MyClasses and Wordpress site</li> <li>▪ Making breakout and project groups</li> </ul> <p><b>(TR, Jan 31)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Tim Berners Lee: Future of the WWW [Access online at: <a href="http://dig.csail.mit.edu/2007/03/01-ushouse-future-of-the-web.html">http://dig.csail.mit.edu/2007/03/01-ushouse-future-of-the-web.html</a> ]</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss Tech-a-Day</li> <li>▪ FCC, National Broadband Map [Online at: <a href="http://www.broadbandmap.gov/classroom/technology">http://www.broadbandmap.gov/classroom/technology</a> ]</li> </ul>
Week 2	Internet, Trust, and Innovation
	<p><b>(T, Feb 5)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Ch. 2. (BS3). Credibility and trust in communication technology</li> <li>▪ The Semantic Web Revisited <a href="http://eprints.soton.ac.uk/262614/1/Semantic_Web_Revisited.pdf">http://eprints.soton.ac.uk/262614/1/Semantic_Web_Revisited.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Tech-a-Day approval</li> </ul> <p><b>(TR, Feb 7)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Ch. 3. (BS3). Innovations. Must. Mutate. Grow. Or not.</li> <li>▪ Tim Berners Lee, A Brief History of the Internet. [Access online at: <a href="http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet">http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet</a> ]</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ New Media &amp; Electronic Art (electronic gallery visit)</li> </ul>
Week 3	Code is Law and Other Thoughts
	<p><b>(T, Feb 12)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Lawrence Lessig. (2006). <i>Code: Version 2.0</i>. New York: Basic Books [Read Ch. 1, “Code is Law,” pp. 1—8, <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a>]</li> <li>▪ The Mobile Web: <a href="http://www.w3.org/2007/Talks/0222-3gsm-tbl/text">http://www.w3.org/2007/Talks/0222-3gsm-tbl/text</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Tech-A-Day</li> </ul> <p><b>(TR, Feb 14)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Ch. 1. (BS3). To Tweet or to text? That is the question.</li> </ul> <p><b>Lab:</b></p>

	<ul style="list-style-type: none"> <li>▪ Tech-A-Day</li> <li>▪ Scientific American: “The Scientific Flaws of Online Dating Sites” <a href="http://www.scientificamerican.com/article/scientific-flaws-online-dating-sites/">http://www.scientificamerican.com/article/scientific-flaws-online-dating-sites/</a></li> </ul>
<b>Week 4</b>	<b>Theory and Conferencing Systems</b>
	<p><b>(T, Feb 19)</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ MacKenzie, D., &amp; Wajcman, J. (1999). Introductory essay: The social shaping of technology. In D. MacKenzie and J. Wajcman (Eds.), <i>The social shaping of technology</i>, 2<sup>nd</sup> ed. (pp. 3—27). Buckingham, UK: Open University Press. [Available online at: <a href="http://eprints.lse.ac.uk/28638/1/Introductory%20essay%20(LSERO).pdf">http://eprints.lse.ac.uk/28638/1/Introductory%20essay%20(LSERO).pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Tech-A-Day</li> </ul> <p><b>(TR, Feb 21)</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ A Brief History of DSS <a href="http://dssresources.com/history/dsshistory.html">http://dssresources.com/history/dsshistory.html</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Distance learning—Social Work distance learning set-up demo [<b>Meet in TETC 355</b>]</li> </ul>
<b>Week 5</b>	<b>Theory</b>
	<p><b>(T, Feb 26)</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Diffusion of Innovations [Available online resource: <a href="http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html">http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Tech-A-Day</li> <li>▪ Too many ways of collaborating, too little time: comparison of group work/knowledge in technologically-mediated group platforms (Introduce Breakout Sessions).</li> </ul> <p><b>(TR, Feb 28)</b> <b><u>Not meeting as a class—Am at NCA Retreat at College Park Feb 27–March 1, 2019</u></b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Daft, R. L., &amp; Lengel, R. H. (1986). Organizational information requirements, media richness, and structural design. <i>Management Science</i>, 32, 554-571. [Read pages 556—559, Available online at: <a href="http://www.communicationcache.com/uploads/1/0/8/8/10887248/organizational_information_requirements_media_richness_and_structural_design.pdf">http://www.communicationcache.com/uploads/1/0/8/8/10887248/organizational_information_requirements_media_richness_and_structural_design.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
<b>Week 6</b>	<b>Man-Computer Symbiosis. Whither Human?</b>
	<p><b>(T, Mar 5)</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Lawrence Lessig. (2006). <i>Code: Version 2.0</i>. New York: Basic Books [Read Ch. 6, “Cyberspaces,” pp. 83—100; Available online at: <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Tech-a-Day</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Make a 2 min video outlining a social movement on an issue, which groups (national, international) are spearheading work on it), what social media or technological means do they use, why (to connect, mobilize?). Post a response/chat/communicate/or otherwise participate in one of these social media—critique your experience 5–7 minutes in class on March 14.</li> <li>▪ J.C.R Licklider, “Man-Computer Symbiosis” (pg. 1—10). [In Memoriam: J. C. R. Licklider, 1915—1990. Available online from: <a href="http://memex.org/licklider.pdf">http://memex.org/licklider.pdf</a></li> </ul> <p><b>(TR, Mar 7)</b>  <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Ch. 5. (BS3). Humans: The perpetual impression-making machine?</li> </ul> <p><b>Lab</b></p> <ul style="list-style-type: none"> <li>▪ Maker Lab Field Visit (<b>Meeting Location: GAC 118</b>)</li> </ul>
<b>Week 7</b>	<b>Social Movements</b>
	<p><b>(T, Mar 12)</b>  <b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Out-of-class: Make a Video of a Social Movement: Work on group presentation!</li> </ul> <p><b>(TR, Mar 14)</b></p> <ul style="list-style-type: none"> <li>▪ <u>Breakout Session 1</u>: Social Movement video presentation and Technology and social change mobilization framework.</li> </ul>
<b>Week 8</b>	<b>Spring Break : Mar 17, Mar 24</b>
	No Class. Spring break ☺
<b>Week 9</b>	<b>Architectures of Control and The Ghost in the Machine or Neutrality on the Net</b>
	<p><b>(T, Mar 26)</b>  <b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss final project and paper</li> </ul> <p><b>(TR, Mar 28)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Ch. 2, “Architectures of Control,” pgs. 38-45;  <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Flashmobs concept preview and discussion</li> <li>▪ Freedom on the Internet [Available online. Read United States, <a href="https://freedomhouse.org/report/freedom-net/freedom-net-2017">https://freedomhouse.org/report/freedom-net/freedom-net-2017</a> Harold Feld, “What does network neutrality look like today?” <a href="http://www.publicknowledge.org/news-blog/blogs/what-does-network-neutrality-look-today-0">http://www.publicknowledge.org/news-blog/blogs/what-does-network-neutrality-look-today-0</a> Who Killed Network Neutrality?: Closing time for the open internet” <ul style="list-style-type: none"> <li>○ <a href="http://www.newyorker.com/online/blogs/elements/2014/01/who-killed-net-neutrality.html">http://www.newyorker.com/online/blogs/elements/2014/01/who-killed-net-neutrality.html</a></li> </ul> FCC, “The Open Internet” <a href="http://www.fcc.gov/guides/open-internet">http://www.fcc.gov/guides/open-internet</a>  American Library Association, “Network Neutrality” <a href="http://www.ala.org/advocacy/telecom/netneutrality">http://www.ala.org/advocacy/telecom/netneutrality</a></li> </ul>
<b>Week 10</b>	<b>Flashmobs</b>
	<p><b>(T, Apr 2)</b>  <b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ Flashmobs–in-class group practice and dry runs</li> </ul> <p><b>(TR, Apr 4)</b></p>

	<p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Flashmobs! (Out of class)</li> </ul>
<b>Week 11</b>	<b>The Lines that Divide Us</b>
	<p>(T, Apr 9)</p> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li><u>Breakout session 2</u>: Class presentations of Flashmobs videos and recommendations for social mobilization using technology</li> </ul> <p>(TR, Apr 11)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Ch. 9. (BS3). ICT and Culture</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Ethnography–group proposals preview and discussion Race after the Internet: White Flight after the Internet? [URL: <a href="https://blogs.miamioh.edu/aaa334fall2016/files/2016/08/danah-boyd-White-Flight-in-Networked-Publics-ilovepdf-compressed.pdf">https://blogs.miamioh.edu/aaa334fall2016/files/2016/08/danah-boyd-White-Flight-in-Networked-Publics-ilovepdf-compressed.pdf</a> Digital Divide [URL: <a href="https://cs.stanford.edu/people/eroberts/cs181/projects/digital-divide/start.html">https://cs.stanford.edu/people/eroberts/cs181/projects/digital-divide/start.html</a></li> </ul>
<b>Week 12</b>	<b>Being There: Witnessing</b>
	<p>(T, Apr 16)</p> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Ethnography site work [<i>Out of town for Maryland Higher Education Commission Faculty Advisory Committee Meeting</i>]</li> </ul> <p>(TR, Apr 18)</p> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li><u>Breakout session 3</u>: Digital Divide ethnography class presentations and recommendations</li> </ul>
<b>Week 13</b>	<b>The Right to Be Left Alone on The All-Seeing Grid</b>
	<p>(T, Apr 23)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Lawrence Lessig. (2006). <i>Code: Version 2.0</i>. New York: Basic Books [Read Ch. 11, “Privacy,” pgs. 200-210; Available online at: <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li><u>Breakout session 4</u>: Technology devices and privacy and geolocation implications</li> <li>GeoLocation URLs: Geolocation: Smartphone {URL: <a href="https://youtu.be/70cDSUI4XKE">https://youtu.be/70cDSUI4XKE</a> } Geolocation: How does it work? [URL: <a href="http://www.isaca.org/Knowledge-Center/Research/Documents/Geolocation-Infographic_ifg_eng_0916.pdf">http://www.isaca.org/Knowledge-Center/Research/Documents/Geolocation-Infographic_ifg_eng_0916.pdf</a> Geolocation: Risk and Benefits [URL: <a href="https://www.isaca.org/Journal/archives/2016/volume-5/Pages/geolocation-the-risk-and-benefits-of-a-trending-technology.aspx">https://www.isaca.org/Journal/archives/2016/volume-5/Pages/geolocation-the-risk-and-benefits-of-a-trending-technology.aspx</a></li> </ul> <p>(TR, Apr 25)</p> <ul style="list-style-type: none"> <li>Lawrence Lessig. (2006). <i>Code: Version 2.0</i>. New York: Basic Books [Read Ch. 10, “Intellectual Property,” pp. 169-179; Available online at: <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a></li> <li><i>Guest talk: Victoria Martin, Scholarly Communications Librarian, SU</i> “Copyright and scholarly collaboration in the age of the Internet.”</li> </ul>

	<p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Breakout session 5</u>: How does copyright work in intellectual property domains (Music? Books? Blogs? Movies? Innovation and discourse? Recommendation?) Copyright basics: <a href="http://www.copyright.gov/circs/circ01.pdf">http://www.copyright.gov/circs/circ01.pdf</a> What is Copyright? : <a href="http://copyright.lib.utexas.edu/">http://copyright.lib.utexas.edu/</a></li> </ul>
<b>Week 14</b>	<b>Together, We Grow</b>
	<p>(T, Apr 30)</p> <ul style="list-style-type: none"> <li>▪ Lawrence Lessig. (2006). <i>Code: Version 2.0</i>. New York: Basic Books [Read Ch. 12, “Free Speech,” pp. 233—245; Available online at: <a href="http://codev2.cc/download+remix/Lessig-Codev2.pdf">http://codev2.cc/download+remix/Lessig-Codev2.pdf</a></li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Breakout session 6</u>: Free speech, democracy, technology priorities. Best practices.</li> <li>▪ Mobile Media and Political Collective Action [Available online at: <a href="http://www.rheingold.com/texts/PoliticalSmartMobs.pdf">http://www.rheingold.com/texts/PoliticalSmartMobs.pdf</a></li> <li>▪ Can Democracy Survive the Internet [URL: <a href="https://www.journalofdemocracy.org/sites/default/files/07_28.2_Persily%20%28web%29.pdf">https://www.journalofdemocracy.org/sites/default/files/07_28.2_Persily%20%28web%29.pdf</a></li> </ul> <p>(TR, May 2)</p> <ul style="list-style-type: none"> <li>▪ Individual review of final projects (presentation and/or portfolio)</li> </ul>
<b>Week 15</b>	<b>Our Human Voice</b>
	<p>(T, May 7)</p> <ul style="list-style-type: none"> <li>▪ Final Project</li> </ul> <p>(TR, May 9)</p> <ul style="list-style-type: none"> <li>▪ Final Project</li> </ul>
<b>Week 16</b>	<b>Feedback</b>
	<p>(T, May 14)</p> <ul style="list-style-type: none"> <li>▪ Recap and Review (including Demo Maker Lab 3D object).</li> </ul>
<b>Finals!</b>	<b>Dates: May 16—May 22</b>
	<p style="text-align: center;"><b>Presentations (TBA location &amp; time)</b> Date/Time TBA (Submit portfolio of semester work)</p>

## Course Policies

### Potential Instructional Strategies:

- i. Class discussions (based on instructor-and student-guided talks)
- ii. Lab work (in-class and field work)
- iii. Reading assignments
- iv. Online readings, videos, documents, instructor-provided material
- v. Experiential engagement
- vi. Site and guest visits

### Equipment Policy

Having a smartphone (Android or iOS) is strongly recommended. Your participation in the course indicates your openness to participate in (and thus critique your participation in) various online, technological, mediated forms.

### Copyright Statement

The content (lectures, assignments, handouts) are the property of the instructor and protected under copyright law. You may not publicly distribute or display or share my course materials or lecture notes without my written permission.

### Attendance and Participation

Attendance is mandatory. Participation takes various forms: e.g., in-class discussions, group work, field visits, experiential exercises, use of technologically-mediated presentations. Please do not request make-ups for missed in-class participation. These are credited under class attendance. Attendance and participation is an important part of our learning weighted accordingly.

### Course Ethos

As an advanced elective, I will expect responsible engagement from every student in class. I will do my utmost to provide each of you with the resources and guidance necessary to enjoy, learn from, and do your best in the course. I am available to during class and office-hours, but expect you to be an equal partner in your learning. As an intensive, immersive course involving deliberation, practice, application, and critique, the course is designed to promote your consistent engagement with the range of learning content through the semester. Any personal accommodations will be at my discretion weighing individual circumstances against the principle of fairness to other class members.

### Assistance

If you have any challenges or problems, please let me know at your earliest. I want to make this course an enjoyable learning experience for you and would like to help you in any way I can. However, I will have to hear from you first. Expect that I will respond within 24 hours.

### Course Conduct Expectations

All assignments are due promptly at the beginning of class. Any assignment turned in after attendance has been taken will count as tardy and will be penalized by a 50% off full credit if turned in one calendar day late and will receive no credit if more than one day late. General guidelines include:

- ⇒ Monitor your grades regularly on MyClasses. You have one week from the time grades are posted to bring any grade to my notice for review. After one week, the grade will be taken as final. Returned materials may be discarded if not collected from my office within a week.
- ⇒ Do not discuss grade-related matters at end of class or via email. Please stop by during office hours.
- ⇒ You are responsible for making up any missed work or content when permitted.
- ⇒ Tardiness is unprofessional and habitual tardiness will result in loss of class participation points (tardy more than 4 times in a semester). Tardiness is defined as arriving after attendance has been taken or missing your attendance and falls under disruptive class behaviors.

### Grading Policy

I strive to enter your grades within a week of their submission. You are responsible for monitoring your grade on My Classes. All grades are considered final after one week of being returned to class. You have up to one week from the day grades are returned to you to bring any concern to my notice. Requests that bring up grade-related concerns more than a week old will not be reviewed. The review process assumes you accept the possibility the grades can be revised upward/ or downward upon review. I do not keep records of class assignments more than a week after grades are returned. In general, my grading is based on the following broad rule-of-thumb: “C” work meets the basic outlined criteria, “B” work does an excellent job of meeting the outlined criteria, and “A” work not only does an excellent job of meeting the outlined criteria, but also surpasses expectations to demonstrate innovative applications of the content that go beyond the outlined criteria. “D” work does not meet one of the basic criteria outlined for the assignment at an acceptable level, and “F” work is substandard and does not meet basic expectations on two or more of the outlined criteria.

### Support Services

For trouble with your connection, access to the course website or the materials therein please contact IT at 410-677-5454, at TETC Room 113 or via email at [helpdesk@salisbury.edu](mailto:helpdesk@salisbury.edu).

### Emergency Policy

In the event of an emergency, announcements and information will be communicated via instructor email, My Classes course website, and SU’s home page. Course-related information will be updated by the instructor on My Classes and course website and via university email.

### Office of Student Disability Support Services (OSDSS)

The OSDSS provides guidance, access to resources, and accommodations for students with documented disabilities including: medical, psychiatric, and/or learning disabilities, and/or mobility, visual, and/or hearing impairments. They can be reached at 410-677-6536.

### Academic Integrity

The CMAT department expects you have read and understand the University’s policy as described in the *Student Policy on Academic Integrity* in your *SU Student Handbook* ([www.salisbury.edu/Students/handbook/welcome.html](http://www.salisbury.edu/Students/handbook/welcome.html)) and thereby agree to honor these standards. Academic dishonesty as a serious offense and ALL incidences are subject to disciplinary action including, but not limited to, separation from the university.

### Communication

Salisbury University’s official mode of communication with students is your campus e-mail account. Failure to read notices sent to your campus e-mail account is not an acceptable excuse for missing deadlines. If you need to correspond with me via email, make sure to write your email in letter format, including an appropriate salutation, clearly written body, and closing in which you identify yourself. It is the student’s responsibility to read the posted course information from your MyClasses @SU page. This information may include, but is not limited to, the syllabus, assignments, readings, and announcements. To login to MyClasses, go to <http://myclasses.salisbury.edu>.

### NCA’s Learning Outcomes in Communication

National Communication Association has put forward a template of LOC’s that answer the question: “What should a communication graduate be able to do with a degree in Communication?” As stated on the website, “A central assumption of these LOCs is that Communication constructs the social world and is relational, collaborative, strategic, symbolic, and adaptive.” In line with this premise, this course seeks to cultivate the following LOCs as outlined by NCA:

- i. LOC #2: Employ communication theories, perspectives, principles, and concepts.

- ii. LOC #3: Engage in communication inquiry (interpret, evaluate, and apply communication scholarship)
- iii. LOC #4: Create messages appropriate to the audience, purpose, and context (locate and use information relevant to the goals, audiences, purposes, and contexts, select creative and appropriate modalities and technologies to accomplish communicative goals, adapt messages to the diverse needs of individuals, groups, and contexts, present, adjust, and critically reflect on one's own messages and the process of communicating).
- iv. LOC #5: Critically analyze messages (active listening, recognizing influence of messages, mindful responding to messages)
- v. LOC #6: Demonstrate ability to accomplish communicative goals (self-efficacy—perform verbal and nonverbal communication behaviors that illustrate self-efficacy and evaluate personal communication strengths and weaknesses)
- vi. LOC # 7: Apply ethical communication principles and practices (articulate ethical dimensions and propose solutions)

URL:

[https://www.natcom.org/sites/default/files/publications/LOC\\_1\\_What\\_Should\\_a\\_Graduate\\_with\\_a\\_Communication\\_Degree.pdf](https://www.natcom.org/sites/default/files/publications/LOC_1_What_Should_a_Graduate_with_a_Communication_Degree.pdf)