

# Computer-Mediated Communication

---

COM3335 | 3 credits

**Instructor:** Diana Nagy | dnagy@ufl.edu | 352.273.1870 | 412 Rolfs Hall

Professor Nagy's Office Hours: Monday and Wednesday 6th period (12:50 – 1:40 pm) and by appointment.

**Course website:** Access via eLearning

**Semester Schedule:** The weekly schedule can be found by checking the calendar on the class website. A schedule listing university holidays, drop deadline and other important dates can be found at the Spring 2022 Dates and Deadlines page in the Undergraduate Catalog. <https://catalog.ufl.edu/UGRD/dates-deadlines/2021-2022/#spring22text>

**Catalog Course description:** A study of, and practice utilizing, various aspects of media and technology, and their effects on interpersonal communication.

**Course Format:** This course may be different from many you have taken in college. This is primarily because you are actively and daily engaged in the subject matter of this communication course. You have already had much experience, and you will likely want to share those experiences with the rest of the class. In addition, you may also bring to this class some preconceived expectations of this class. Discussion will be encouraged.

## Course Texts

There are no texts for this course. All of the readings are online in Course Reserves. See reading list at the end of this syllabus.

## Material and Supply Fee:

There are none for this course.

## Course requirements:

Internet Access and your Gatorlink Email Address that you should check on a regular basis. (For any questions on this policy, please see the Computer Requirements as discussed under the General Requirements in the University catalog or UF Computer and Software Requirements on the web.), and MS Word (or other word processing software that is compatible with MS Word).

## Course Objectives

- Explain Computer-Mediated Communication (CMC) and its relevance to interpersonal communication (IPC).
- Identify strategies for becoming more media literate.

- Illustrate aspects of selective self-presentation in CMC.
- Summarize key elements of social media and CMC.
- Recognize stages of small group problem-solving within CMC.
- Analyze and critique claims that the use of CMC in education is more effective than traditional educational techniques.
- Compare and contrast the process of negotiating boundaries between work, school, and personal spaces, and its importance to CMC.
- Analyze the effects of social presence on changes in perceived credibility.
- Define social information processing theory and explain the social identification and deindividuation model.
- Evaluate websites for validity and reliability.
- Demonstrate knowledge of basic HTML and CSS Coding to construct a simple website.

### Student Objectives

- As a student, you can expect to increase the range of options available to you in computer-mediated communication. In the personal effectiveness approach, this is referred to as the development of the communication repertoire. The more options you have, the more likely you are to make effective choices.
- You can also expect to increase your ability to analyze communication situations. Enhanced personal effectiveness is dependent upon understanding situations and what is needed for successful interaction in those situations.
- As odd as it may sound, you can also expect to be able to make more reasoned and reasonable choices regarding family communication.
- Last, in addition to learning new information, you can expect to acquire new and/or improved communication skills.

### COURSE POLICIES

**LATE ASSIGNMENTS:** Late assignments or make-ups will not be permitted without a University-approved absence.

**LATE POLICY:** Assignments not turned in on the due date are considered late. There is a one-week (7 calendar days) grace period to turn in late assignments for partial credit, after which, your work will not be accepted and you will receive a zero for that assignment. The penalty for late assignments turned in during the grace period is as follows:

- Minus 1 point per day for assignments up to 30 points.
- Minus 2 points per day for assignments from 31-100 points.
- Minus 3 points per day for assignments from 101 – 200 points.

This late policy does not apply to Quizzes. There is **no grace period nor is there any make-up** policy for Quizzes. If you miss a Quiz, you will receive a zero for that assignment. However, I will drop the lowest quiz score, so if you miss a quiz that will be your dropped grade.

Requirements for make-up assignments, and other work in this course are consistent with university policies that can be found in the online catalog page on attendance policies. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

**ASSIGNMENT SUBMISSION:** Unless otherwise indicated, assignments should be submitted through eLearning by 11:59 PM on the due date. Do not wait until the last minute to turn in an assignment because of the possibility of technical difficulties.

### **COURSE ASSIGNMENTS**

Students will complete each module. There will be 4 Current Events articles. There will be online quizzes, but no exams. There is no final exam. In addition, there will be activities that will require everyone's participation. The final project will be to develop your own website using HTML as taught in the course. Details regarding individual assignments can be found on the class website.

**FINAL PROJECT:** Your final project will consist of a webpage that you will be constructing throughout the semester. You will have a home page and links to various components that will be introduced throughout the course. For example, you will have an index page, a current events page and a useful links page. More information will be provided in class as the project evolves. A checklist will be available in eLearning later in the semester, so that you can be sure to have everything included on your website.

**READINGS:** Students are responsible for all the assigned readings. See the course calendar for reading due dates.

### **COURSE GRADING**

<b>Journals</b>	15 percent
<b>Readings and Discussions</b>	15 percent
<b>Quizzes</b>	10 percent
<b>Learning Activities (including Web Workshops)</b>	20 percent
<b>Current Events Articles (4 – 50 points each)</b>	10 percent
<b>Final Webpage Project</b>	30 percent

**Final Grades:** Grading Scale (for letter grades). There will be no curving of final grades.

93-100 %	<b>A</b>	73-76 %	<b>C</b>
90-92 %	<b>A-</b>	70-72 %	<b>C-</b>
87-89 %	<b>B+</b>	67-69 %	<b>D+</b>
83-86 %	<b>B</b>	63-66 %	<b>D</b>

80-82 %	<b>B-</b>	60-62 %	<b>D-</b>
77-79 %	<b>C+</b>	> 60 %	<b>E</b>
<b>E1*</b>			

\* Stopped attending or participating prior to end of class.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the university, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Grade expectations:

Assigned grades	Quality of work
A	Excellent work; clearly exceeds requirements and upper-division student work
A-	Very good; clearly and substantially meets requirements
B+	Good performance; meets the standards of the requirements
B	Meets the standards of the requirements
B-	For the most part, meets the standards of the requirements
C+	Barely meets the standards of the requirements
C	Poor performance; does not meet the standards of the requirements
C-	Very poor performance; clearly and substantially below the standards of the requirements

**Note:** A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For more information on UF's Grading Policy, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## UF POLICIES

**ACCOMMODATIONS:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started](#) with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**ACADEMIC HONOR CODE:** UF students are bound by The Honor Pledge which states, "We, the members of the university of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor.

**NETIQUETTE:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. All members are expected to follow the [Netiquette Guide for Online Courses](#).

### Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP
- UF Helpdesk

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## **Campus Resources**

[Distance Learning's Getting Help](#) page provides information and links to resources such as:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.

## **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. Summary results of these assessments are available to students at Gator Rater.

Any questions regarding the planning, administering, and teaching of COM 3335 should be discussed with me individually. As needed, questions can be discussed further with [Dr. Emily Rine Butler](#), Director, Dial Center for Written & Oral Communication.

The current syllabus and weekly schedule can be found on e-Learning.

A **tentative** schedule is below:

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Weekly Assignments *</b>
<b>1</b>	Intro to CMC What is CMC? General Overview of CMC	Reading 1	*
<b>2</b>	Media Literacy Web Workshop I	Reading 2	*
<b>3</b>	Relational Communication and CMC	Reading 3	*
<b>4</b>	Relational Communication and CMC (continued) Web Workshop II		* Current Events I
<b>5</b>	Social Networking	Reading 4	*
<b>6</b>	Web Workshop III		* Current Events II
<b>7</b>	Small Group Communication and CMC	Reading 5	* Case Studies A & B
<b>8</b>	Web Workshop IV		* Current Events III
<b>9</b>	Education and CMC	Reading 6	*
<b>10</b>	Organizations and CMC Web Workshop V	Reading 7	* My Hometown My Favorite Outdoor Place Unplugged
<b>11</b>	Mass Communication and CMC	Reading 8	* Group Email Activity
<b>12</b>	Mass Communication and CMC (continued)		* Current Events IV
<b>13</b>	Politics and CMC	Reading 9	*
<b>14</b>	Health and CMC	Reading 10	*
<b>15</b>	~~~~Final Projects ~~~~		

\* Each module has a quiz, discussion or journal.

## References

- Behm-Morawitz, E., & Villamil, A. M. (2019). The roles of ingroup identification and implicit bias in assessing the effectiveness of an online diversity education program. *Journal of Applied Communication Research*, 47(5), 505–526. <https://doi-org.lp.hscl.ufl.edu/10.1080/00909882.2019.1678761>
- Bouchillon, B. C. (2020). Social Networking for Interpersonal Life: A Competence-Based Approach to the Rich Get Richer Hypothesis. *Social Science Computer Review*, 1. <https://doi-org.lp.hscl.ufl.edu/10.1177/0894439320909506>
- Brinberg, M., & Ram, N. (2021). Do New Romantic Couples Use More Similar Language Over Time? Evidence from Intensive Longitudinal Text Messages. *Journal of Communication*, 71(3), 454–477. <https://doi-org.lp.hscl.ufl.edu/10.1093/joc/jqab012>
- Dai, M. (2021). Exploring Relationships of Cognitive Complexity, Person-Centeredness, and Communication Outcomes in Computer-Mediated Patient-Provider Communication. *Communication Studies*, 72(1), 33–51. <https://doi-org.lp.hscl.ufl.edu/10.1080/10510974.2020.1807375>
- Dalelio, C. M. (2020). The collaborative identity project: A shared transmedia experience in digital representation. *Communication Teacher*, 34(2), 153–160. <https://doi-org.lp.hscl.ufl.edu/10.1080/17404622.2019.1653486>
- Hu, L., & Kearney, M. W. (2021). Gendered Tweets: Computational Text Analysis of Gender Differences in Political Discussion on Twitter. *Journal of Language & Social Psychology*, 40(4), 482–503. <https://doi-org.lp.hscl.ufl.edu/10.1177/0261927X20969752>
- Labres Mallmann, G., & Gastaud Maçada, A. C. (2019). Shadow It and Computer-Mediated Collaboration: Developing a Framework Based on Social Presence Theory. *Brazilian Journal of Management / Revista de Administração Da UFSM*, 12(4), 821–839. <https://doi-org.lp.hscl.ufl.edu/10.5902/1983465923853>
- Melki, J., Tamim, H., Hadid, D., Makki, M., El Amine, J., & Hitti, E. (2021). Mitigating infodemics: The relationship between news exposure and trust and belief in COVID-19 fake news and social media spreading. *PLoS ONE*, 16(6), 1–13. <https://doi-org.lp.hscl.ufl.edu/10.1371/journal.pone.0252830>