

Computer-Mediated Communication

COM4930 | 3 credits

Instructor: Michael Haremon | michael.harmon@ufl.edu | 352.273.1870 | 414 Rolfs Hall

Course meetings: MWF 6th period (12:50-1:40pm) in ROL 314

Office Hours: Tuesday (2-5pm) and by appointment.

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 2023 Dates and Deadlines page in the Undergraduate Catalog. <https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/#spring23text>

Catalog Course description: Computer-mediated communication is defined as communication within a technological medium through which individuals construct social and relational meaning. This includes using cell phones, social media, email, or any other digital platform for interpersonal human communication. This course will cover small-group communication, media literacy, health and politics, to name a few.

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 with different types of communication-based technology, 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

Computer-Mediated Communication by John C. Sherblom. ISBN-13: 978-1516530656

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

ATTENDANCE: Instructors are responsible for taking attendance for each class meeting. Students are responsible for signing roll sheets to receive credit for attending class meetings. There will be a sign in sheet at the start of each class. **Do not sign someone else's name on the sheet.** Instructors will not give credit for attendance the next class period just because you say you 'missed the roll'.

Much of the course is lost if the student does not attend class. Therefore, a student is allowed to miss **three hours** of class material without incurring a penalty. You can use your 3 'unexcused' hours for any reason, but after that, penalties start to accrue. If all of your absences are due to documented emergencies and exceed three, you should communicate with your instructor in a timely manner.

For **each** 'unexcused' hour missed beyond the three allowed hours, a total of **20 points** will be deducted (i.e. 4 hours absent= -20pts; 5 hours absent= -40pts). If the penalty exceeds the 100 participation points, the 20 points per absence will then come off the total grade out of 1000 in the class.

For 3-hour block courses, being absent from one 3-hour block would constitute all allowed absences for the semester; and then each hour missed after that day would be -20 per hour (and -60 for a 3 hour block)

Please note: There are additional penalties for missing assignment due dates (see below).

The Dial Center exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed.

Each instructor is responsible for maintaining the attendance policy in their classroom and may make judgements as they see fit. If you are unsure about an absence from class, please discuss this with your instructor.

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 30pts
- Minus 2 points per day for assignments from 31-100pts
- Minus 3 points per day for assignments from 101 - 200pts

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-](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

[regulations/ 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

There will be multiple quizzes and exams. In addition, there will be learning activities that will require everyone's participation in class. 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.

READINGS

Students are responsible for all the assigned readings from the textbook and those supplied on Canvas. See the course calendar for reading due dates.

ATTENDANCE/PARTICIPATION

We will have a variety of in-class discussions and activities that will make up your participation grade. So be sure to attend class and engage in discussions. View the information about attendance in the section above if you have not yet already reviewed it.

LEARNING ACTIVITIES

These will be mainly homework assignments such as journals, discussions, website workshops, and some additional assignments to be determined.

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.

COURSE GRADING

| | |
|--|---------|
| Attendance/Participation | 100 pts |
| Learning Activities (homework/journals/discussions) | 150 pts |
| Quizzes | 150 pts |
| Exams | 300 pts |
| Final Project (including workshops) | 300 pts |

Final Grades: Grading Scale (for letter grades).

There will be no curving of final grades or rounding up point totals.

| | | | |
|--------------|----|-------------|----|
| 930-1000 pts | A | 730-769 pts | C |
| 900-929 pts | A- | 700-729 pts | C- |
| 870-899 pts | B+ | 670-699 pts | D+ |
| 830-869 pts | B | 630-669 pts | D |
| 800-829 pts | B- | 600-629 pts | D- |
| 770-799 pts | C+ | < 600 pts | E |

E1*

- *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
- (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, 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.

Tentative Weekly Schedule

Below is a working schedule of this semester of class. However, the schedule may be subject to changes throughout the semester.

| | Date | Topic(s) | Readings & Assignments |
|---------------|--------|--|------------------------|
| Week 1 | M 1/9 | Intro to CMC | Ch 1 |
| | W 1/11 | What is CMC? | |
| | F 1/13 | General overview of CMC | Syllabus Quiz Due |
| Week 2 | M 1/16 | NO CLASS – Martin Luther King Jr Day | |
| | W 1/18 | Media richness and language medium Task, function, critique, and usefulness | Ch 2 |
| | F 1/20 | CMC ethics challenge, Web workshop | Quiz 1 |
| Week 3 | M 1/23 | Media richness and language medium | Ch 3 |
| | W 1/25 | Speech imperative, adaption, and schema. | |
| | F 1/27 | CMC ethics challenge | Quiz 2 |
| Week 4 | M 1/30 | Affordances | Ch 4 |
| | W 2/1 | Web workshop 2 | |
| | F 2/3 | Exam 1 | |
| Week 5 | M 2/6 | Presence and social presence | Ch 5 |
| | W 2/8 | Anonymity, asynchronous, interaction | |
| | F 2/10 | CMC ethics challenge | Quiz 3 |

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| Week 6 | M 2/13 | Propinquity | Ch 6 |
| | W 2/15 | Media richness and additional contributions | |
| | F 2/17 | Discussion scenario, Web workshop 3 | |
| Week 7 | M 2/20 | Relational Comm and CMC: Social Information Processing Theory | Ch 7 |
| | W 2/22 | Hyperpersonal Theory | |
| | F 2/24 | Social Penetration Theory Social Networking | Quiz 4 |
| Week 8 | M 2/27 | SIDE model | Ch 8 |
| | W 3/1 | Web Workshop 4 | |
| | F 3/3 | Exam 2 | |
| Week 9 | M 3/6 | Identity and Virtual Identities | Ch 9 |
| | W 3/8 | Small Group Comm and CMC | |
| | F 3/10 | --- | Quiz 5 |
| Week 10 | M 3/13 | SPRING BREAK – NO CLASSES | |
| | W 3/15 | SPRING BREAK – NO CLASSES | |
| | F 3/17 | SPRING BREAK – NO CLASSES | |
| Week 11 | M 3/20 | Virtual Networks and Teams | Ch 10 |
| | W 3/22 | Organizations and CMC | Article reading |
| | F 3/24 | Web Workshop 5 | Article reading |
| Week 12 | M 3/27 | The Proteus Effect | Ch 12 |
| | W 3/29 | Actor Networks | Ch 13 |

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| | F 3/31 | --- | Quiz 6 |
| Week 13 | M 4/3 | Mass Comm and CMC | Article Reading |
| | W 4/5 | --- | |
| | F 4/7 | Web Workshop 6 | |
| Week 14 | M 4/10 | Health and CMC | Article reading |
| | W 4/12 | --- | |
| | F 4/14 | Education and CMC | Article reading |
| Week 15 | M 4/17 | Politics and CMC | |
| | W 4/19 | Exam 3 | |
| | F 4/21 | Web Workshop 7 | |
| Week 16 | M 4/24 | Final Project Workshop | |
| | W 4/26 | Final Project Workshop | |
| | F 4/28 | NO CLASS - UF READING DAY | |

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>
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