



SACRAMENTO STATE

# Course Change Proposal Form A



Academic Group (College): <b>Arts &amp; Letters</b>	Academic Organization (Department): <b>Communication Studies</b>	Date: <b>9-22-06</b>
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: <b>Nicholas Burnett</b>	Submitted by: <b>Maggie Fuchs</b>
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2007

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

This Catalog Number (course number) is being replaced:

<b>Change from:</b>		Units:
Subject Area (prefix) & Catalog No. (course no.):	Title:	
<b>Change to:</b>		Units:
Subject Area (prefix) & Catalog No. (course no.): <b>ComS 230</b>	Title: <b>Computer-Mediated Communications</b>	

**JUSTIFICATION:**

Adding a new course. Computer-mediated communications have become pervasive in society and a relevant field of study within Communication Studies

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Instruction and analysis of human and social Computer-Mediated Communications. The course covers from how digital media affects representation and narrative to research on current uses of the Internet and the theoretical frameworks applied to summarize it. The course includes a component of Computer Literacy that will help students understand Computer-Mediated Communication and use online collaborative tools efficiently. No previous computer knowledge is required.

Note:

Prerequisite:

Corequisite:

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): <b>C5</b>	Title for SIS+/CMS (not more than 30 characters) <b>Computer-Mediated Communic</b>
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? Once

Can the course be taken for Credit more than once during the same term? Yes  No

## FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

The course has three main objectives:

- 1) **Students will study how computer communications work from a technical standpoint.** The reason why the course is entitled "Computer-Mediated Communications", and not something like "New Media", is because it is very important to understand that the *computer* is the driving force of new media. Understanding computer processes helps researchers not only validate the pertinence of applying old theories and old methodologies to new communication forms, but also foresee and prepare for upcoming developments. Based on the lessons learned from the adoption and development of previous media, we should think that current computer-mediated communications are still in an early stage of development.
- 2) **Students will analyze and examine current research in CMC pertaining to the effects of digital media in the production and consumption of content.** The computer has not only affected how media is received, but also has affected how messages are constructed. Representation is now determined by a new set of rules, algorithms that allow producers to modify content on-the-go in endless different ways. Narratives also change due to the "malleability" or "liquidity" of the medium. An objective of this part of the course is to examine how rhetoric is affected by a digital medium that can be browsed in non-linear fashions and explore the effect of non-linearity in our understanding of causality.
- 3) **Students will undertake a multilevel study of CMC;** from the individual level (interpersonal communications) to the organizational, national and global communication levels. Our study will be guided foremost by scholarly research in *Communication Studies*, however it is important to seek publications from other fields (Psychology, Computer Sciences, Business Administration, Economics, etc.) Because the computer is a tool in most professions, meaningful research in other fields is often helpful, sometimes priceless.
- 4) **Students will learn collaborative computer applications to facilitate our study of CMC.** The class takes place in a computer lab. The last 30 minutes of every session are used to work on the computers.

\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

### **Participation and attendance 20%**

Participation online and in class is crucial to the objectives of the course. Your participation should always be constructive in nature, especially online. Attendance is mandatory. Any absences have to be justified. Timeliness is also part of your participation grade.

### **Presentation 20%**

Your chosen presentation topic determines your presentation date (please look at the schedule.) Your presentation should summarize your selected readings in a clear way. The use of presentational computer tools is welcomed as long as it is used to help your audience understand your topic and NOT as a presentation script. Your presentation should include:

- 1) Recapitulation: Concise summary of the reading.
- 2) Elaboration: Identify and clearly present details related to your reading (for example, research questions, methodology, operationalization of variables, statistics used, conclusions, etc.)
- 3) Critique: How does the reading apply to the world around you? Is there another theoretical frame that could better explain or complement your reading? Is there another methodology?
- 4) Contribution: Provide related studies, information about related studies or links to related information on the Internet.

**Assessment Strategies, continued:**

**Wikispace journal entries 20%**

Cyclical and impromptu entries are expected. You are required to write a weekly entry on the WikiSpace. The entry should include a summary of the readings and the presentations of the week. The deadline for a week's summary is the minute before next week's class. You don't need to write the summary on the WikiSpace the week you give your oral presentation, but you are required to post your presentation outline online. An impromptu entry is just that, pleasurable sharing of information that can aid our understanding of CMC.

Grammar, spelling and APA/MLA style are expected in academic entries. Typos and errors are overlooked in personal or social communications.

**Convention Paper or Annotated Bibliography 40%**

**Convention paper:** An original research paper on a topic related to CMC. Any of the theories or concepts covered in our readings/class are appropriate; however, you can also choose a CMC theoretical framework not included in our reading list. Your topic has to be pre-approved by me. The paper has to clearly state its objectives and its methodology has to be justified. Present your results concisely; be sure to include suggestions about how to improve future research efforts.

**Annotated Bibliography:** Compilation and recapitulation of 25+ peer reviewed journal articles regarding a single CMC subject. Your subject has to be pre-approved.

**For whom is this course being developed?**

Majors in the Dept X Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other Graduate Students

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No \_\_\_

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Communication Studies

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

**Date**

Department Chair:	<i>Nicholas P. Burnett</i>	<i>10/30/06</i>
College Dean or Associate Dean:	<i>Nancy on [Signature]</i>	<i>11-15-06</i>
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## ComS 230 Computer Mediated Communications

Dr. Diego Bonilla

Office: MND-5011

Office hours: Tuesdays 9 am to 12 pm

Email: [diego@csus.edu](mailto:diego@csus.edu)

Web: <http://www.hypergraphia.com>

Class schedule: Monday 6:00 pm to 8:50 pm (Tentative.)

Class location: MND-2004 Computer Labs

Spring 2007

This syllabus can also be found at: <http://www.hypergraphia.com/csus/coms296/>

### Description

Instruction and analysis of human and social Computer-Mediated Communications. The course covers from how digital media affects representation and narrative to research on current uses of the Internet and the theoretical frameworks applied to summarize it. The course includes a component of Computer Literacy that will help students understand Computer-Mediated Communications and use online collaborative tools efficiently. No previous computer knowledge is required.

### Objectives

The course has three main objectives:

1) **Students will study how computer communications work from a technical standpoint.** The reason why the course is entitled "Computer-Mediated Communications", and not something like "New Media", is because it is very important to understand that the *computer* is the driving force of new media.

Understanding computer processes helps researchers not only validate the pertinence of applying old theories and old methodologies to new communication forms, but also foresee and prepare for upcoming developments. Based on the lessons learned from the adoption and development of previous media, we should think that current computer-mediated communications are still in an early stage of development.

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4) Students will learn collaborative computer applications to facilitate our study of CMC. The class takes place in a computer lab. The last 30 minutes of every session are used to work on the computers.

## II. READINGS

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### A. REQUIRED READINGS

Reading packet includes selections from the following books:

Shedletsky, L.J. & Aitken, J.E. (2004) *Human Communication on the Internet*. Boston, MA: Allyn and Bacon. ([Link.](#))

Benkler, Y. (2006) *The wealth of networks. How social production transforms markets and freedom*. New Haven, CO: Yale University Press. The entire book can be found online under a [Creative Commons license](#) ([Link.](#))

Everett, A. & Caldwell, J.T. (2003) *New Media. Theories and practices of digitextuality*. New York, NY: Routledge. ([Link.](#))

Manovich, L. (2001) *The Language of New Media*. Cambridge, MA: The MIT press ([Link 1.](#) [Link 2.](#))

Wellman, B. & Haythornthwaite, C. (2002) *The Internet in every day life*. Malden, MA: Blackwell Publishing ([Link 1.](#) [Link 2.](#))

Kuhn, T. (1996) *The structure of scientific revolutions*. 3rd edition. Chicago, ILL: The University of Chicago Press. ([Link.](#))

Cairncross, F. (1997) *The death of distance. How the communications revolution is changing our lives*. Cambridge, MA: Harvard Business School Press. ([Link.](#))

### B. RECOMMENDED READINGS

Gauntlett, D. (2000) *Web.Studies: Rewiring Media Studies for the Digital Age*. London, UK: Arnold. ([Link.](#))

Gauntlett, D. & Horsley, R. (2004) *Web.Studies*. 2nd edition. London, UK: Arnold. ([Link.](#))

Brosnan, M. (1998) *Technophobia*. New York, NY: Routledge. ([Link.](#))

Humphreys, L. & Messaris, P. (2006) *Digital Media: Transformations in Human Communication*. New York, NY: Peter Lang Publishing. ([Link.](#))

Lister, M. (2003) *New Media*. London, UK: Arnold. ([Link.](#))

### C. RESOURCES ONLINE

Journal of Computer-Mediated Communications ([Link.](#))

Pew Internet and American Life Project ([Link.](#))

### **III. ACTIVITIES, ASSIGNMENTS AND GRADING POLICY**

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This course follows CSUS's grading policy ([Link 1](#), [Link 2](#).)

#### **Participation and attendance 20%**

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**Annotated Bibliography:** Compilation and recapitulation of 25+ peer reviewed journal articles regarding a single CMC subject. Your subject has to be pre-approved.

**Late submissions:** Your grade will be reduced one letter step for every day delay.

**Academic Honesty policies** will be closely followed. ([Link](#).)

If you have any doubts about what constitutes **plagiarism**, please read information provided by the University's Library. ([Link](#).)

## **IV. CLASS SCHEDULE**

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### **A. INTRODUCTION**

Course presentation, technical matters and overall expectations. Brief discussion on selected passages from Thomas Kuhn's "The structure of scientific revolutions" to understand the role of research traditions in a time of paradigmatic change.

#### **1. Week 1 (L)- The structure of scientific revolutions**

Kuhn, T. (1996) The structure of scientific revolutions. 3rd edition. Chicago, ILL: University of Chicago Press. Selected readings from Kuhn's book have to be read before class.

### **B. UNDERSTANDING COMPUTER-MEDIATED COMMUNICATIONS**

The beginning of the course (our entire second class) is mostly technical. We study how different forms of media (text, imagery, audio, video, virtual reality and computer renderings) are constructed with the binary system. We also study how logical statements are constructed with the binary system and how microprocessors work using binary logic.

Explaining binary logic and how media is constructed numerically facilitates the learning of the principles that govern *all* digital media. In the following classes we critically investigate how representational formats in traditional communications have been affected by digital media. In essence, if digital content is numerical it can be transformed with mathematics or with scripted computer processes. Non-linearity, malleability, automation, modularity, variability, hyperlinking and transcoding, are examples of the principles that affect in different ways the production and consumption of digital media. This part of the course studies mostly representation and storytelling in textual and audiovisual forms.

#### **1. Week 2 (L)- Why is Digital Media different? The numerical representation of media**

Online PDFs TBA

#### **2. Week 3 (L)- Principles of New Media**

Manovich, L. (2001) The Language of New Media. Cambridge, MA: The MIT press  
Chapter 1. What is new media?

#### **3. Week 4 (L)- The Interface and The Operations**

Manovich, L. (2001) The Language of New Media. Cambridge, MA: The MIT press  
Chapter 2. The interface  
Chapter 3. The operations

#### **4. Week 5 (L)- Digitextuality**

Everett, A. & Caldwell, J.T. (2003) New Media. Theories and practices of digitextuality. New York, NY: Routledge.

Chapter 1. Digitextuality and Click Theory: Theses on convergence media...

Chapter 9. Second-shift media aesthetics: Programming, interactivity and user flows

Chapter 14. Flashing digital animations: Pixar's digital aesthetic

#### **5. Week 6 (L)- The Internet as an extension of the computer and the Internet as media.**

Cairncross, F. (1997) The death of distance. How the communications revolution is changing our lives. Cambridge, MA: Harvard Business School Press.

Chapter 1. Changing the world.

Chapter 2. The third transport revolution.

Chapter 3. Voice, Video, Data.

Chapter 4. The Internet.

## **C. HUMAN AND SOCIAL COMPUTER-MEDIATED COMMUNICATIONS**

In the third part, students study the Internet as an extension of the same computer that transforms digital media. The course seeks to frame current communications on the Internet as the integration of computerized processes and traditional forms of mediated communications. Students study Web communications theories, many of which are adaptations of previous communication theories, and experience a considerable amount content online. The selected online content includes: digital divide, e-commerce, e-government, copyright, online news, and social networks.

### **1. Week 7 (S)- CMC Theoretical Foundations**

Shedletsky, L.J. & Aitken, J.E. (2004) Human Communication on the Internet. Boston, MA: Allyn and Bacon.

Chapter 1. Underpinning Ideas

Chapter 2. Process of Human Communication on the Internet

Chapter 3. Tensions of Communication on the Internet

Wellman, B. & Haythornthwaite, C. (2002) The Internet in every day life. Malden, MA: Blackwell Publishing

Part I. The Internet in every day life: An introduction.

### **2. Week 8 (S)- Uses of CMC I**

Shedletsky, L.J. & Aitken, J.E. (2004) Human Communication on the Internet. Boston, MA: Allyn and Bacon.

Chapter 4. Informatics

Chapter 5. The play of Internet communication

Chapter 6. Polarization of People

### **3. Week 9 (S)- Uses of CMC II**

Wellman, B. & Haythornthwaite, C. (2002) The Internet in every day life. Malden, MA: Blackwell Publishing

Chapter 1. Days and nights on the Internet.

Chapter 2. The global villagers: Comparing Internet users and uses around the world.

Chapter 8. The Internet and other uses of time.

### **4. Week 10 (S)- Multilevel analysis of CMC I**

Shedletsky, L.J. & Aitken, J.E. (2004) Human Communication on the Internet. Boston, MA: Allyn and Bacon.

Chapter 7. Intrapersonal Communication as Cognitive Collaboration

Chapter 8. Interpersonal Communication on the Internet

Online Resources

Nielsen BuzzMetrics' BlogPulse ([Link.](#))

### **5. Week 11 (S)- Multilevel analysis of CMC II**

Wellman, B. & Haythornthwaite, C. (2002) The Internet in every day life. Malden, MA: Blackwell Publishing

Chapter 7. Internet use, interpersonal relations, and Sociability: A time diary study.

Chapter 9. Everyday communication patterns of heavy and light email users.

Chapter 13. Email, gender and personal relationships.

**6. Week 12 (S)- Multilevel analysis of CMC III**

Shedletsky, L.J. & Aitken, J.E. (2004) Human Communication on the Internet. Boston, MA: Allyn and Bacon.

Chapter 9. Groups

Chapter 10. Workplace contexts

Chapter 11. Educational contexts

Chapter 12. Consequences and conclusions

**7. Week 13 (S)- Multilevel analysis of CMC IV**

Wellman, B. & Haythornthwaite, C. (2002) The Internet in every day life. Malden, MA: Blackwell Publishing

Chapter 10. Capitalizing on the Net. Social contact, civic engagement, and sense of community

Chapter 11. The impact of community computer networks on social capital and community involvement

Chapter 15. Bringing the Internet home: Adult distance learners and their Internet, home, and work worlds.

Chapter 16. Where home is the office: The new form of flexible work.

**8. Week 14 (S)- The networked information economy**

Benkler, Y. (2006) The wealth of networks. How social production transforms markets and freedom. New Haven, CO: Yale University Press.

Chapter 2. Some basic economics of information production and innovation

Chapter 3. Peer production and sharing

Chapter 4. The economics of social production

**9. Week 15 (S)- The political economy of Property and Commons**

Benkler, Y. (2006) The wealth of networks. How social production transforms markets and freedom. New Haven, CO: Yale University Press.

Chapter 5. Individual freedom: Autonomy, Information, and Law

Chapter 6. Political freedom Part I: The trouble of mass media

Chapter 7. Political freedom Part II: Emergence of the networked Public Sphere