Course Description
Advanced course focusing on theory and research pertaining to relationships between human communication processes and interactive technologies.

Course Materials
Course readings will be posted on D2L. Full citations are included in the Course Calendar at the end of the syllabus.

Course Policies
Participation
Because this is a graduate course, I expect you to come to class prepared to engage in thoughtful and analytical discussion of the week’s readings and topic. This preparation includes carefully reading and annotating/notetaking on the assigned readings and bringing these readings and your annotations/notes to class (in hard or electronic copy). It also includes completing any minor assignments or tasks that have been assigned in class. Because you can’t participate in class when you’re not there, attendance is crucial. You should limit your absences to a maximum of once in the semester, arrive on time for class, and stay for the full class session.

Participation is an issue of not only contribution quantity but also contribution quality. High-quality participation includes listening respectfully to others’ ideas, contributing to the discussion with your own informed and logically supported opinions, engaging others in the class in an exchange of ideas, asking thoughtful questions, and criticizing opinions, not people. It should go without saying that side conversations, phone use, web surfing, etc. are not consistent with high-quality participation.

Participation will not be graded, but consistently poor participation may result in a reduction in your final grade.

Late Assignments
In almost every case, your classmates depend on your timely completion of your assignments. Further, late submissions (e.g., of conference papers, manuscript revisions for a journal, or grant proposals) are very rarely accepted in academia. For these reasons, late assignments will not be accepted. Technology failures (computer crashing, loss of Internet, etc.) are not valid reasons for late assignments, so be sure to submit your assignment well before the deadline, save early and often, back up your computer, etc.
Grading
Grades will be determined by the percentage of available points you earn during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B</td>
<td>87-89.9%</td>
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<td>C</td>
<td>83-86.9%</td>
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<td>D</td>
<td>80-82.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B-</td>
<td>83-86.9%</td>
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<tr>
<td>C-</td>
<td>77-79.9%</td>
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<td>D-</td>
<td>70-72.9%</td>
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<td>B+</td>
<td>87-89.9%</td>
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<td>D+</td>
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<td>C</td>
<td>73-76.9%</td>
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<td>D-</td>
<td>60-62.9%</td>
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<td>F</td>
<td>0-59.9%</td>
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Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Response papers (10@10 points ea)</td>
<td>100</td>
<td>8 AM the morning of class via D2L</td>
</tr>
<tr>
<td>Lead discussion</td>
<td>50</td>
<td>As assigned</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
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<tr>
<td>Part 1</td>
<td>50</td>
<td>Thursday, March 7 at 3:30 PM via D2L</td>
</tr>
<tr>
<td>Review draft</td>
<td>50</td>
<td>Thursday, April 25 at 3:30 PM via D2L</td>
</tr>
<tr>
<td>Final draft</td>
<td>200</td>
<td>Thursday, May 16 at midnight via D2L</td>
</tr>
<tr>
<td>Peer Review</td>
<td>25</td>
<td>Tuesday, April 30 at 8:00 AM via D2L</td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
<td>Thursday, May 9 in class</td>
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**TOTAL POINTS POSSIBLE** 500

*Your final grade is final.* Please feel free to contact me if you have any questions about the class or the material throughout the semester. **If you are concerned about your performance in the course, please contact me before the end of the course.** The sooner you come to me with your concerns, the sooner we can work to address them. University policy (and fairness toward other students) prohibits offering opportunities for grade increases (e.g., writing an extra paper or rewriting a previous assignment) that are not available to all students in the course.

**Time Investment**
In accordance with UWM policy, a minimum of 144 hours should be allotted over the course of the term for your work in COMMUN 823 to achieve the learning goals of the course. A suggested breakdown of these 144 hours might include a minimum of 48 hours of classroom time, 48 hours of required reading, and 48 hours of completing assignments.

Please note that these are *averages* and that you will be evaluated in the course based on your performance, not the amount of time you put into the course.
ASSIGNMENTS

All written assignments should be typed in 12-point Times New Roman, follow APA style and formatting, and be written in a clear and concise manner.

Weekly responses
Each week in which reading is assigned, you will write a response (limit 1 page single-spaced) to the week’s readings in which you critique or comment on the readings, ask questions, draw connections between your own research or things you’ve read (either in this class or elsewhere) and the readings, or anything else that is relevant to the class and the readings. You should post your response to the D2L discussion board by 8 AM on the morning of each class. Your response will be assessed on the extent to which it a) shows evidence that you’ve carefully and analytically read the week’s assigned readings and b) is interesting and insightful in its discussion of the readings. Note that there are more than 10 weeks of class discussion, so your 10 highest grades on this assignment will be included in your final grade.

Leading Discussion
Each student will choose 1 class period (to be assigned on the first day of class) for which they will lead discussion for the first half of class. By one week before the class in which you will be leading discussion, you should upload two additional readings that fit with your discussion topic to the D2L discussion board for your topic. These readings will be part of the assigned readings for the week and incorporated into discussion.

At the beginning of discussion, you should provide a brief (a couple minutes) overview of key issues from the assigned readings. Then, the bulk of class time should be spent asking questions and facilitating discussion of the issues. Some issues you might address include: exploring theoretical themes and issues, describing and developing key implications, comparing and contrasting findings from articles, and identifying opportunities for continued research (e.g., future directions for theoretical development and empirical investigation, gaps in current knowledge, new applications). Aim to organize the discussion in a way that contributes to the flow of ideas and stimulates discussion. Your discussion will be assessed on the extent to which you a) select relevant, thought-provoking readings, b) ask questions that address substantive issues regarding the week’s topic and readings and reveal in-depth thought on your part, c) stimulate substantive discussion, and d) effectively manage the flow of discussion.

Research Paper
You will have 2 options for your final paper, a research project or critical synthesis of a topic regarding mediated communication. In both cases, your final product will be a manuscript appropriate for conference submission. The total document you turn in (including title page, abstract, text, references, tables, figures, etc.) should not exceed 30 pages.

Research project. For the research project, you will formulate hypotheses and/or research questions based on your analysis of previous literature, devise a method to test your hypotheses and/or answer your research questions, collect and analyze data, and write up your results in manuscript form (including an abstract and sections for your introduction, literature review, method, results, and discussion). A detailed overview of the content and format of each manuscript section can be found in the APA Publication Manual. Briefly, you should focus on
establishing the existence and importance of your problem and synthesizing previous research in a way that informs your hypotheses or research questions (introduction/literature review); describing your method of data collection in sufficient detail to allow for assessment of its appropriateness and replication (method section); fully describing how you arrived at your results and what those results are (including tables and figures where useful; results section); and interpreting your results, discussing their relation to previous research, and drawing conclusions (discussion section). Part 1 will consist of the “front end” of the paper (literature review and method).

**Critical synthesis.** The critical synthesis is essentially an extended literature review that does two things. First, it provides a comprehensive review of readings in a given area, including definitions of important concepts, themes/foci in previous research, and areas of conceptual or empirical agreement and disagreement in previous research. Second, based on this review, it identifies potential shortcomings or oversights in previous research and argues for necessary directions for future research in the area. Because your goal is to synthesize the literature and provide a big-picture view of the state of research on your chosen topic, you should be careful not to organize your paper like an annotated bibliography (e.g., “This study did X and found Y. Another study did X and found Z. A third study did X and found Q.”). It is more effective to organize it around major themes or conclusions in the research (e.g., “One point of contention is whether X leads to Y. Several experimental studies have found support for this relationship (e.g., Author A, 2000; Author B, 2005; Author C, 2002). For example…However, field research has failed to find evidence of an association between X and Y (e.g., Author A, 2002; Author D, 2010). Specifically…”). Part 1 will consist of a 10-15 page paper proposal.

I am, of course, happy to discuss your ideas, questions, and other issues about the project outside of class. However, I will also set aside time in class to discuss your initial ideas, proposed method, and other issues with the rest of the class. I encourage you to make the most of these sessions—group discussion of your ideas can improve both your own and others’ ideas, and helping others think through their ideas is a great way to improve your own research.

If you are collecting data that uses human subjects, you should submit your IRB proposal as soon as possible, and definitely by early March, to give yourself as much time as possible for IRB review and data collection. I will not provide extensions for delays resulting from IRB issues.

**Peer Review**
You will complete a non-anonymous peer review of a classmate’s draft final paper. Your goal as a reviewer is to provide feedback that will help the author(s) improve their manuscript in ways that will help them get the manuscript accepted at a conference or journal, improve on their ideas, and/or conduct better work in the future. In light of this goal, you should aim to be constructive and specific in your feedback about both the strengths and weaknesses of the manuscript and, ideally, provide suggestions for ways in which the manuscript’s weaknesses can be improved. Your peer reviews will be assessed on the extent to which they a) accurately and persuasively identify key strengths and weaknesses in the manuscript, b) provide constructive suggestions for improving the manuscript, and c) convey your ideas in a helpful, respectful tone. Peer reviews should be at least 2 pages single-spaced.
Proposal Draft
You will post a review-ready draft of your proposal on D2L for your peer reviewer(s) and me to review. Note that this should not be a draft in the “rough draft” sense but should be a complete, carefully edited version of your proposal. The closer to a final product your proposal is, the more useful the feedback you will receive from your reviewers. I will not review incomplete drafts.

Presentation
You will give a conference-style presentation of your final paper. The presentation should be 10-12 minutes long and should cover the key points of your paper. You may use presentation software (e.g., PowerPoint or Keynote) if you want but are not required to. Your presentation will be assessed on the extent to which it a) clearly and accurately conveys the key points of your project and b) is professional, engaging, and (if applicable) visually appealing. Presentations that go over 12 minutes will not receive credit.

UNIVERSITY/DEPARTMENTAL POLICIES
Available at: http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

Participation by Students with Disabilities
If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct
The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources, and respect of others’ academic endeavors.

Complaint Procedures
Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible of reinforcing the policy.

Grade Appeal Procedures
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in written form the respective department chairperson or the Academic Dean of the College/School.
Sexual Harassment
Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community, which creates an unacceptable or working environment.

Incompletes
A notation of “incomplete” may be given in lieu of a final grade to a student who had carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

COURSE CALENDAR

Week 1 (1/24): Overview of Mediated Communication

Week 2 (1/31): Media Use
*Due: Research ideas for class discussion*
Dimmick, J., Feaster, J. C., & Ramirez, A. (2011). The niches of interpersonal media:

**Week 3 (2/7): Media Use**

**Week 4 (2/14): Identity and Impression Management**
Due: Proposed research methods for class discussion

**Week 5 (2/21): Personal Relationships**
Ledbetter, A. M. (2014). The past and future of technology in interpersonal communication


**Week 6 (2/28): Virtual Teams**


**Week 7 (3/7): Virtual Work**

*Due: Part 1 of research paper*


**Communication Monographs, 83, 239–263.**
https://doi.org/10.1080/03637751.2015.1133920


**Week 8 (3/14): Virtual Community**


**Week 9 (3/21): Spring break—No class**

**Week 10 (3/28): Virtual Community**

http://doi.org/10.1177/0093650215588786


**Week 11 (4/4): Political Communication**


**Week 12 (4/11): Health Communication**


**Week 13 (4/18): Instructional Communication**


**Week 14 (4/25): Problematic Communication**

Due: Draft research papers for peer review

**Week 15 (5/2): Masspersonal Communication**

Due: Peer reviews (Tuesday, 4/30 @ 8:00 AM)


**Week 16 (5/9): Presentations and Course Wrap-up**
*Due: Final paper presentations (3:30 PM in class)*

**Finals Week (5/16)**
*Due: Final draft research papers (midnight via D2L)*

This syllabus is subject to change at the instructor’s discretion. Changes will be announced in class and posted on D2L.