



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/comm.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	
(b)	Office Hours:	
(c)	Location:	
(d)	Phone:	Alternative Phone:
(e)	Email:	
(f)	Website:	

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Explain technology's place in human experience, including social and ethical issues.
2. Use communication technology (for example, Elluminate or some other digitally-based tool) to produce a significant online presentation.
3. Critically evaluate technology as it pertains to history, politics, organizations, identity, culture and communication.
4. Work effectively in both a face-to-face and online team environment.

3. Required Materials

- (a) Texts
- (b) Other - a package of selected readings

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

This course examines technologies as they have revolutionized and continue to revolutionize personal and professional communication. Existing and new media are examined in light of the many new opportunities and possibilities that are or will be available for communication. This course examines communication and technology from an individual, societal, and organizational perspective. Research skills appropriate to the use of technology are examined. Of particular use is an awareness of technology as more than simply a different way to do the same old things – it changes what can be done. Thus, new technology often offers new opportunities and requires new imagining.

Delivery: 2 hours classroom instruction and discussion each week (1 hour lecture, 1 hour seminar) to introduce the week's discussion topic. Approximately 2 hours each week in online discussions and course work (online project presentation).

Content

While the course content is laid out in a roughly linear historical overview, students will be asked to reflect and apply the concepts presented each week to current communication practices.

Week 1 – Jan. 9

Introduction to course – defining communication, defining technology. Introduction to communication theory – how/why do we communicate? Communication and technology in its earliest forms (i.e. cave paintings,

cuneiforms, hieroglyphics). Communication and its role in socialization and society today.

Class Discussion: The importance of communication in the development of society. Introducing the theme: does communication + technology = progress? We tend to think of technological progress as equating social and moral progress, a form of technological optimism, a view held by Western society.

Reading: Nye, D. (2006). Can we define "technology"? Chapter 1. From *Technology matters: Questions to live with*. Cambridge, MA: MIT Press.

Link: <http://site.ebrary.com/lib/camosun/docDetail.action?docID=10173620>

Week 2 – Jan. 16

Gutenberg and his press – using technology (movable type) to change society. But first it started with the mechanical clock. The spread of literacy in the Middle Ages in Europe, what did this mean for society? Communicating ideas, thoughts, the concept of humanism.

Class Discussion: How technology from its earliest (stone cobbles), to the mechanical clock and the printing press, changed human communication, culture and society. Contrast this with current world efforts to spread literacy (i.e. re-establishment of schools in Afghanistan, online/distance learning, mobile phones in the developing world).

Reading: Mumford, L. (1963). The monastery and the clock. From *Technics and civilization*. New York: Harbinger Books.

Week 3 – Jan. 23

Using technology to get the message out: Beyond movable type to the advent of mass media. The rise of the newspaper in the 18th century, journalism, followed by radio and television. Humanism paved the way for the Enlightenment and the idea that we are autonomous beings, capable of gathering information to make intelligent decisions about our lives. Tied in with the Industrial Revolution of the 19th c.; equating technology with progress.

Class Discussion: While Gutenberg's press permitted the ideas of others to be consumed (read) by individuals and disseminated, mass media technology upped the ante. What are the pros and cons of mass communication?

Reading: Postman, N. (1999). Chapter 3. Technology. From *Building a bridge to the eighteenth century: How the past can improve our future*. New York: Vintage Books.

Week 4 – Jan. 30

Technology part one - Technological realism is a critical evaluation of technology that seeks a middle ground between the utopians/optimists and the pessimist views. From here we'll examine technology with a critical eye particularly as it pertains to communication. Realists are interested in the political, economic, and societal implications of technology. They view it with skepticism, historical awareness, and a consciousness of power. Harold Innis was one of the first technological realists, however his student Marshall McLuhan might be better known.

Class Discussion: We shape the tools and the tools shape us (McLuhan).

Reading: McLuhan, M. (1965). Chapter 10. Roads and paper routes. *Understanding media: The extensions of man*. New York: McGraw Hill.

Week 5 – Feb. 6

Technology part two - social determinism of technology. We'll talk about Langdon Winner, a technorealist who was against determinism.

Class discussion: Are the ways we communicate with technology dictated by the elites? Are we passive sheep, or active participants in the communication process? In the early 20th century, belief in inevitable moral progress died. We begin to doubt that technological progress equals moral and social progress.

Reading: Winner, L. (1986). Chapter 2. Do artifacts have politics? *The whale and the reactor: A search for limits in an age of high technology*. Chicago: University of Chicago Press.

Week 6 – Feb. 13

Technology part three – After examining determinism and realism last week we now look at utopianism and optimism. Pessimism and revenge effects will be covered in more detail next week.

Class discussion: Technology produces strong reactions ranging from negative to positive. It can be very polarizing and we project on to the technologies themselves feelings that range from positive to paranoid. There are four main categories: utopianism, optimism, realism, pessimism. Determinism is another related topic, while futurism is a disenchantment with the current world. Future worship - our faith in technology - creates a sort of religion.

Reading: Carey, J. (2009). The history of the future. *Communication as culture*. New York: Routledge.

Week 7 – Feb. 20

Technology part four – A look at the dark side: technological pessimism, revenge effects and unintended consequences (Tenner), technophobia.

Class Discussion: Why does technology so often not work or not get used in the way we intend? Examples: internet, car alarms. We no longer pay attention to the latter, and the former has evolved beyond its original intention to develop a communication system that would withstand a nuclear war. And where do we draw the line? Genetic engineering?

Readings: Tenner, E. (1996). Chapter 1. Ever since Frankenstein. *Why things bite back: Technology and the revenge of unintended consequences*. New York: Knopf.

Week 8 – Feb. 27

Technology and communication in the “modern” age part one – telegraph, phone, email (Web 1.0, the static web).

Class Discussion: The rail and telegraph lines, both technologies, helped to establish Canada literally and figuratively. Combined in time and space, the rail line helped to extend Canada east and west while the telegraph / telephone let us talk to each other—to communicate with and create a Canadian identity. But in an era of mass media, broadcast radio and television signals helped to erase national boundaries, particularly along adjacent borders. Telephones helped to link people globally, but this was restricted to landlines, i.e. countries without much infrastructure such as India or countries in Africa were still essentially isolated. The internet helped somewhat, but it was the mobile phone that bridged the divide.

Reading: Sawhney, H. (2007). Chapter 3. Global economy and international telecommunications networks. *Global communication*. Edited by Kamalipour, Y. Belmont, CA: Wadsworth.

Week 9 – Mar. 6

Technology and communication in the “modern” age part two. We’ve discussed technology, more so from a cultural perspective. We now will apply our understanding of how technology influences us from a communication perspective. Foucault and the concept of panopticon; surveillance.

Class discussion: We often use older words – community and democracy – to describe new social phenomena that have been created by new technologies like the Internet, e.g. virtual community, cyberdemocracy. Do these in fact exist? Does the Internet create meaningful community or democracy? Do these words still have value in the Internet age? Are we more cooperative, or has technology created a culture of surveillance?

Reading: Rheingold, H. (2002). Chapter 8. Always-on panopticon or cooperation amplifier? *Smart mobs: The next social revolution*. New York: Basic Books.

Week 10 – Mar. 13 – there will be 2 group presentations this week

Technology and communication in the “modern” age part three (Weinberger, Keen) – the interactive web (Web 2.0), community of prod/users (tagging, collective knowledge building i.e. Wikipedia).

Class discussion: How knowledge is treated differently now with the advent of Web 2.0. Is everything truly miscellaneous as Weinberger tells us?

Readings: Keen, A. (2007). Chapter 2. The noble amateur. *The cult of the amateur: How today’s internet is killing our culture*. New York: Currency.

Weinberger, D. (2007). Chapter 3. The geography of knowledge. *Everything is miscellaneous: The power of the new digital disorder*. New York: Times.

Week 11 – Mar. 20

Technology and communication in the “modern” age part four – the social web (Youtube, Facebook, Twitter).

Class discussion: So much emphasis has been placed on how organizations can somehow leverage social networking utilities such as Facebook to build a brand – how do we use networking tools such as Facebook to communicate?

Reading: Turkle, S. (2011). Chapter 8. Always on. *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books.

Week 12 – Mar. 27

(No group assignments or postings in the last three weeks as students post and respond to individual projects online; a total of 40% of their mark.)

Full circle – linking our ongoing need to communicate with our earliest attempts as a species to communicate. We look to the future using our rear-view mirrors (McLuhan), with a special emphasis on the role of mobile communications (cell phones, mobile computing).

Class Discussion: We are still hardwired to communicate (it’s how we develop a sense of self and place in the world, how we learn). How will we communicate in the future? Are we still the same, only with better technologies (tools), or have the tools somehow changed us?

Week 13 – Apr. 3

In-class presentation of student blogs.

Week 14 – Apr. 10

In-class presentation of student blogs.

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments

Group assignment

Weekly topic presentation: Students will work in small groups online and discuss the communication and technology question for the week. Each week one group will be

responsible for researching, presenting, offering a question for discussion online, and leading the discussion for the week's topic. The groups not presenting that week will discuss the question presented, also online. Statements and arguments need to be supported by quoting sources, appropriately cited using APA. Each group will present twice during the term, and respond to the other groups posting each week. **30% of mark.**

Individual Assignments

Individual report: In lieu of a final exam, students will use communication technology to create a PowerPoint, blog, website or other digitally-based report that can be presented and viewed online, on one of the topics to be posted by the instructor (students may also propose a topic idea to the instructor that connects to the course material). Students will be randomly assigned to respond to the work of a fellow student. Sources must be cited using APA. Report due week 12 and is worth **25% of mark.** The response is due week 14 and is worth **15%.**

Blog: Instead of a midterm, you will each develop and maintain a blog where you can discuss aspects of the course that particularly interest you. You can link to websites or articles for further insight—this is beyond what you might contribute to each week's online discussion as a group or an individual. This could be a continuation or expansion on topics we touch on in our F2F class, for instance. Read this <http://en.wikipedia.org/wiki/Blog> to find out more about blogs and blogging. Hint: the best blogs are participatory. Specific details as to what should be included in the blog are on the assignment sheet. Worth **20% of mark.**

- (b) Quizzes n/a
- (c) Exams n/a
- (d) Attendance & participation: 10%

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Commitment to your learning is a collaboration between yourself, your instructor, and your peers. Your full participation is expected.

You can expect from your instructor to:

- begin classes on time
- be prepared for class each day
- treat every member of the class with respect and dignity
- return evaluated materials in a timely manner
- give assignments and engage in activities that will benefit students' learning
- foster an open and supportive environment in which to learn

Your instructor expects of the learner that you will:

- be on time for every class
- be prepared for class each day
- treat every member of the class with respect and dignity
- submit assignments or other materials when they are due
- take an active part in your own learning
- be supportive and accepting of the views of others

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

[ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED](#)