CAMOSUN COLLEGE
School of Arts & Science
Department of Applied Communication

CMNS 105 - Communication and Technology
Winter 2014

COURSE OUTLINE

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

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

(a)	**Instructor**	Lois Fernyhough	
(b)	**Office hours**	Wednesdays, 2-4 pm, OR by appointment	
(c)	**Location**	Young 315C	
(d)	**Phone**	250-370-3397	**Alternative:**
(e)	**E-mail**	fernyhol@camosun.ca	
(f)	**Website**	http://faculty.camosun.ca/loisfernyhough/	

2. Intended Learning Outcomes

Through selected readings, discussion and assignments, students 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 – n/a
(b) Other – a package of selected readings

4. Course Content and Schedule

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 lecture and discussion each week (1 hour lecture, 1 hour seminar) on the week's discussion topic. Approximately 2 hours each week in online discussions and course work (online project presentation), along with accessing and reading online lecture notes and chapter overviews.

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. Students will read the notes and chapter overview on D2L and complete the assigned reading for the week PRIOR to class to be able to participate in class discussions.

Week 1 – Jan. 8
Introduction to the 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.

Week 2 – Jan. 15
Zeroing in on technology and our dependence on it.
Class Discussion: Reviewing our technology usage over a 24-hour period. Can we *really* quit whenever we want? What has technology done for us lately?
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 3 – Jan. 22
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 cobble), 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 4 – Jan. 29
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 5 – Feb. 5
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 6 – Feb. 12
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 7 – Feb. 19
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 8 – Feb. 26
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 9 – Mar. 5
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 10 – Mar. 12
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 11 – Mar. 19
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 12 – Mar. 26
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? How will we communicate in the future? Are we still the same, only with better technologies (tools), or have the tools somehow changed us?
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 13 – Apr. 2
In-class presentations.

Week 14 – Apr. 9
In-class presentations.

5. Basis of Student Assessment (Weighting)
   (Should be directly linked to learning outcomes.)

(a) Assignments
Group assignment
Weekly topic presentation: Students will work in small groups to create an online presentation to discuss the communication and technology topic for that week. The group's presentation will include a question for discussion online. Another group will be assigned to respond to the question presented, also online. Statements and arguments need to be supported by quoting sources, appropriately cited using APA. Each group will present once during the term, and respond once to another group's posting.
25% of mark. (15% online presentation, 10% online response)

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.
40% of mark. (30% online report due week 12, 10% online response due week 14)

Social media: Instead of a midterm, each student will create, maintain and monitor social media throughout the term. Details are provided on the assignment sheet in D2L. At midterm (week 7) students will provide an interim report on their progress (10%). At the end of term (weeks 13 & 14), students will deliver in-class presentations on their experiences with social media (15%).
25% of mark. (10% interim report, 15% final F2F presentation)

(b)   Quizzes n/a

(c)   Exams n/a

(d)   Attendance & participation: 10%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)
(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

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, Student Services or the College web site at http://www.camosun.bc.ca

STUDENT CONDUCT POLICY

> There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
> http://www.camosun.bc.ca/policies/policies.html

A. GRADING SYSTEMS *http://www.camosun.bc.ca/policies/policies.php*

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at http://www.camosun.bc.ca/policies/E-1.5.pdf for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: 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	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: 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.