



**CMNS 105 - Communication and Technology B01 & B02**  
**Winter 2020**

**COURSE OUTLINE**

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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.*

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**1. Instructor Information**

(a) Instructor	Lois Fernyhough
(b) Office hours	Wednesday & Thursday 12-1 pm OR by appointment
(c) Location	Young 315C
(d) Phone	250-370-3397 <b>Alternative:</b> _____
(e) E-mail	fernyhol@camosun.ca
(f) Website	<a href="https://sites.camosun.ca/loisfernyhough/">https://sites.camosun.ca/loisfernyhough/</a>

**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 –weekly readings available online in D2L

**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 combined classroom lecture and discussion each week 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. 7*

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. 14*

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). Chapter 1. Can we define “technology”? From *Technology matters: Questions to live with*. Cambridge, MA: MIT Press.

Link: <https://ebookcentral.proquest.com/lib/camosun-ebooks/detail.action?docID=3338563>

### *Week 3 – Jan. 21*

Gutenberg and his press – using technology (movable type) to change society – but arguably 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, and the concept of humanism. Humanism paved the way for the Enlightenment and the idea that we are autonomous beings, capable of gathering information from the public sphere to make intelligent decisions about our lives.

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. (1986). The monastery and the clock. From *Technics and civilization*. New York: Harbinger Books.

### *Week 4 – Jan. 28*

Using technology to get the message out: Beyond movable type to the advent of mass media. The rise of the newspaper in the 18<sup>th</sup> century, journalism, followed by radio and television. Equating technology with progress links with humanism of the 18<sup>th</sup> century and the Industrial Revolution of the 19<sup>th</sup> century.

Class Discussion: We're increasingly using our digital devices to read, and what we read on these platforms are often shorter works full of hyperlinks. What does it mean to be digitally literate? Are we losing our attention span? Rewiring our brains? Is there still a place for the traditional book?

Reading: Baron, N. (2016). Chapter 10. Does mobile matter? The case of one-off reading. In J. Farman (Ed.), *Foundations of mobile media studies*. Abingdon, U.K.: Routledge.

Link to the e-book:

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1155222&site=eds-live>

### *Week 5 – Feb. 4*

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. (1995). Chapter 10. Roads and paper routes. *Understanding media: The extensions of man*. New York: McGraw Hill.

#### *Week 6 – Feb. 11*

Social determinism of technology, part 1. 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 20<sup>th</sup> 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. 18*

READING BREAK – no class this week.

#### *Week 8 – Feb. 25*

A look at the dark side: Technological pessimism, revenge effects and unintended consequences, 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. 3*

Social determinism of technology:, part 2. How does technology influence us from a communication and social 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. 10*

This week's reading looks at spatial vs. networked publics. Following on McLuhan and Rheingold, does social media empower or harm marginalized groups? Are social media creating a utopia? Can any communication technology do that?

Class discussion: Have social media increased the democratic public sphere?

Reading: Tierney, T. (2016). Chapter 5. Reappropriating social media. In J. Farman (Ed.), *Foundations of mobile media studies*. Abingdon, U.K.: Routledge.

Link to the e-book:

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1155222&site=eds-live>

#### *Week 11 – Mar. 17*

Technology and communication in the “modern” age: 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 12 – Mar. 24*

A continuation of technological pessimism: how technology compromises our privacy, from surveillance to targeted online advertising.

Class Discussion: Is that cell phone in your pocket a handy tool to find your friends nearby, or a sinister tracking device? What does it mean to give up our locational privacy?

Reading: de Souza e Silva, A. & Frith, J. (2016). Chapter 12. Locational privacy. In J. Farman (Ed.), *Foundations of mobile media studies*. Abingdon, U.K.: Routledge.

Link to the e-book:

<https://libsecure.cam.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1155222&site=eds-live>

### *Week 13 – Mar. 31*

Living in a networked society: in what ways are social capital and social media linked?

Class discussion: You scratch my back, I'll scratch yours – what exactly does it mean to be networked, and how do online relationships function when it comes to reciprocity and social capital? How has participatory media changed the communication landscape? Yes, we'll even talk about Jenkins and fan culture for those who miss CMNS 112.

Reading: Flew, T. & Smith, R. (2018). Chapter 5. Social networks and participatory culture. *New media: An introduction*. 3<sup>rd</sup> Canadian ed. Don Mills, ON: Oxford University Press.

### *Week 14 – Apr. 7*

In-class group presentations on social media.

## **5. Basis of Student Assessment (Weighting)**

(a) Assignments: 90%

### **Individual Assignments**

Discussions: Posting in the D2L discussion forum in weeks 2 and 4; details will be provided in class and in D2L. **5% of mark**

Social media: Instead of a midterm, each student will create, maintain and monitor social media accounts during the term. Details are provided on the assignment sheet in D2L. At midterm (week 8) students will provide an interim report on their progress (10%). At the end of term (week 14), students will deliver in-class presentations on their experiences with social media (details below in group assignments). **10% of mark**

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 uploaded 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)

### **Group Assignments**

Weekly topic presentation: Students will be assigned to work in small groups to create an online presentation to discuss the communication and technology topic for one specific week beginning in week 5 (Feb. 3). 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. The presenting group MUST meet with me two weeks before the presentation due date.

**22% of mark.** (15% online presentation, 7% online response)

Social media presentation: Students will work in a small group to create an in-class presentation to be presented April 7 (week 14), based on their experiences using social media (see the social media individual assignment above).

**13% of mark** (this will be broken down to 8% individual contribution, 5% group contribution)

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

## 6. Grading System

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

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 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

Students with diverse learning styles and needs are welcome at Camosun and in this course. In particular, if you have a mental health concern (i.e. anxiety, depression, ADHD, etc.) or a permanent disability that may require accommodation, please connect with the Lansdowne Centre for Accessible Learning (CAL) 250-370-3312 [accessible@camosun.ca](mailto:accessible@camosun.ca) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT**

**SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to,

Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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	<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 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	<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.