

TECHNOLOGY AND COMMUNICATION

Department of Communication, Santa Clara University



**Welcome to
COMM12**

Dr. Jingjing Han

What is this class about?

This course will provide you with in-depth understanding of the development of technology and its impact on communication, individual life, and the society as a whole, from both critical cultural and social science perspectives.

We will start our class from your daily experiences with technology. We will go back to the history to understand the development of communication technologies including writing, printing, telegraphy, broadcasting, computing, Internet, VR, AR, AI, to name a few, and how the emergence of those technologies impact the society culturally, economically and politically at the time in history.

We will delve into topics including (but not limit to) the spread of new technology; how the new technology influence individuals cognitively, emotionally, and behaviorally; who benefits most and least from the adoption of new technologies; social media and civic engagement and politics; big data and computer social science.

You will get opportunities to talk with people working in the tech industry and learn how to prepare for your career, and make your own podcast with the guidance of audio experts.

Office Hours

Wednesdays 3pm-4pm

Fridays 10:20am-11:20am

Click here and reserve through:
[google calendar](#)

Or by appointment

✉ Email: jhan2@scu.edu



Class Schedule

Use your scu account to access the class schedule. Find your class below:

[MWF Class](#)

[TTh Class](#)

Textbook?

Readings will be posted on Camino. No required textbooks for this course.

Requirement Met

This course fulfills several requirements:

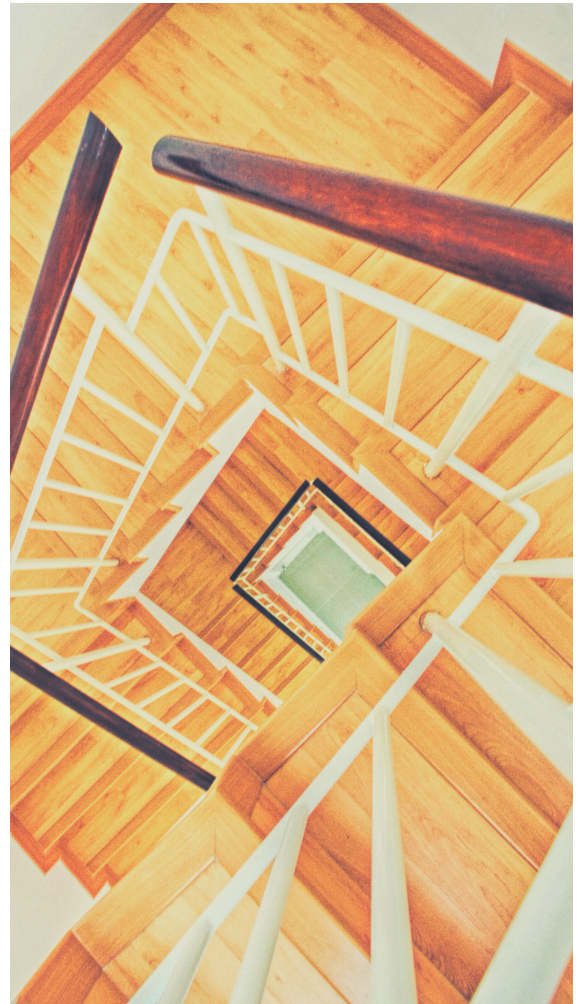
- Communication major - required lower-division course
- Core Curriculum - fulfills the Science, Technology & Society requirement and counts toward these pathways:
 - Design Thinking; Values in Science & Technology
 - The Digital Age

If you declare a Pathway in one of these areas you will need to use a representative piece of work from this course in the Pathway Portfolio you will complete during your senior year. This may be a copy of your class presentation or another project. Please keep electronic copies of your work for possible submission in a Pathway Portfolio.

Course Objectives

Here is a summary of what you will learn in this course, how this fulfills the learning objectives, and how we will both know that you learned this material (assessment).

- Be able to explain concepts that describe new forms of communication as a result of technology development and apply those concepts to your daily life experiences.
 - **Assessment:** Quizzes, Learning Exercises Discussions, Projects
 - **Supports Comm Dept. (CD) and STS Objectives:** CD-1,2; STS-1
- Understand how communication technologies have been evolving and their impacts on the society and on our ways of thinking and behaviors.
 - **Assessment:** Quizzes, Learning Exercises Discussions, Projects
 - **Supports Comm Dept. (CD) and STS Objectives:** CD-1,2; STS-3
- Apply various perspectives to explain how new technologies emerge from the complex interaction of technological, political, and social factors and how they spread across the society and changes our human society politically and culturally.
 - **Assessment:** Quizzes, Learning Exercises Discussions, Projects
 - **Supports Comm Dept. (CD) and STS Objectives:** CD-1,2,3,6; STS-1,2,3
- Evaluate the impact of communication technology on the society and individual lives, especially who benefits most and least from the adoption of new technologies.
 - **Assessment:** Quizzes, Learning Exercises Discussions, Projects
 - **Supports Comm Dept. (CD) and STS Objectives:** CD-1,2,3,8; STS-1,2,3
- Understand and analyze ethical problems of existing and emerging technology.
 - **Assessment:** Quizzes, Learning Exercises Discussions, Projects
 - **Supports Comm Dept. (CD) and STS Objectives:** CD-1,2,6,8; STS-1,2,3



How to get there?

In order to achieve those objectives, you will need to develop/improve the following skills throughout this course:

- To improve note taking, information seeking, and evaluation skills.
- To develop critical thinking skill on topics of communication, technology and social change.
- To develop/improve skills on remote team collaboration and communication with your professor and peers.
- To develop interview skills.
- To develop skills on podcast production and poster design.

Program Objectives

Communication Department (CD)

1. Explain, apply, critique, and synthesize communication theories and concepts.
2. Apply critical and analytic thinking to mediated and non-mediated messages.
3. Analyze how communication shapes patterns of social interaction, the expression of cultural values and norms, or practices that affect relations of power, both locally and globally.
4. Analyze the ethical dimensions of communication and form judgments and practices based on evidence and values.
5. Demonstrate research skills including the ability to formulate research questions, interpret, and evaluate the quality of communication research.
6. Demonstrate the ability to produce and critically reflect on effective oral, written, visual, and mediated communication that is adapted to diverse audiences within multiple contexts.
7. Demonstrate the ability to accomplish a variety of interpersonal goals in relationships, groups, and organizations, including developing a compassionate understanding of diverse communication styles and goals of other people (gender, culture, ethnicity, or age).
8. Design strategies for how communication can contribute to a more humane, just, or sustainable world.

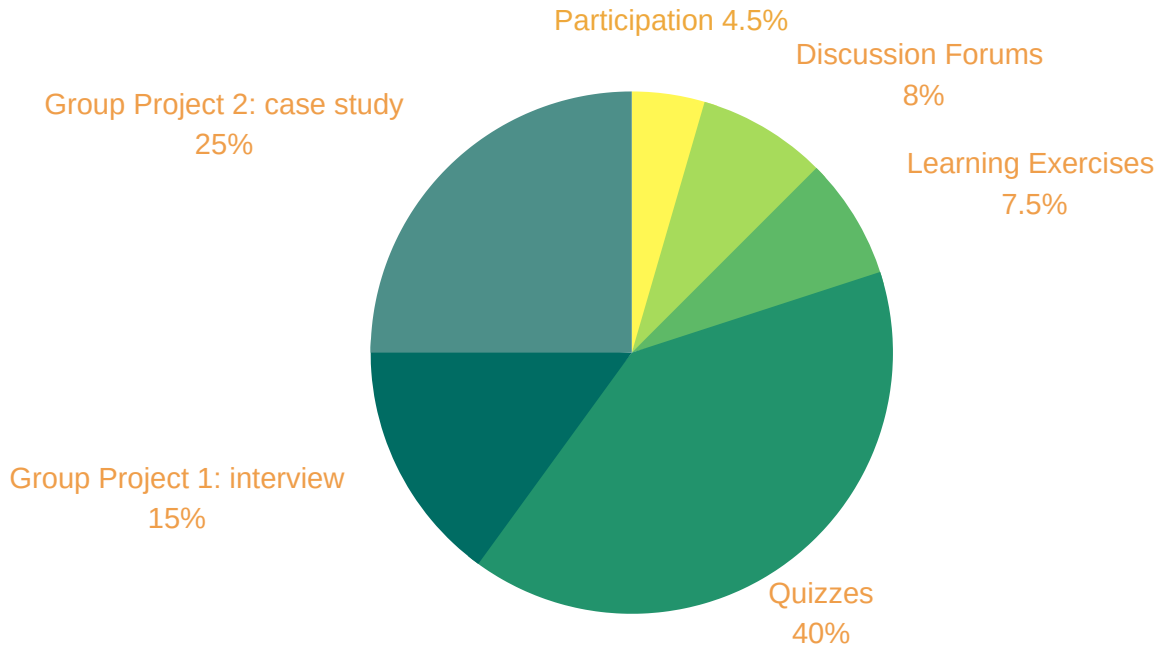
Core STS

1. Recognize and articulate the complexity of the relationship between science and/or technology and society.
2. Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment.
3. Analyze and evaluate the social impact of science and/or technology and how science and/or technology are themselves impacted by the needs and demands of society.



Grading

The assignments are designed to assure you attain the knowledge and skills listed above and thus achieved the learning objectives of this course. Your performance in this course will be evaluated based on the following assignments:



TOTAL POINTS: 400

ASSIGNMENT POINTS

Engaged Participation • 18

Discussion Forums (for specific weeks) • 32

Learning Exercises • 30

Quizzes • 160

Group Project 1 Interview • 60

Group Project 2 Case Study • 100

FINAL GRADE DISTRIBUTION

94% A

90% A-

87% B+

83% B

80% B-

77% C+

73% C

70% C-

67% D+

63% D

60% D-

Learning Evaluations



ENGAGED PARTICIPATION (18 POINTS)

We will have a weekly zoom meeting for synchronous discussions. You are expected to attend and actively participate in those discussions. Your attendance and active engagement in zoom discussions will allow you to obtain good understandings of class materials and assignment requirements.

You are allowed to have **1 miss** without formal notification. If you need additional absences, you should have legitimate reasons supported by a proper documentation (e.g., your doctor's note), and notify me at your earliest convenience. For any missed classes, you are responsible for any material presented and discussed in zoom meetings, and complete in-zoom assignments accordingly.

If you are not able to attend zoom meetings for the entire quarter for reasons such as living in a difficult time zone, you should notify me in the first week of class. You will be expected to involve in weekly small-group asynchronous discussions.

Your performance will be graded based on your attendance and active engagement for zoom attenders or based on the number and quality of your posts for asynchronous discussion forums.

DISCUSSION FORUMS (32 POINTS)

We will have three asynchronous discussion forums on Camino on Week 8-11. You're expected to actively involve in those discussions and facilitate back-and-forth interactions with your peers. Rubrics for those Camino discussions will be posted.



LEARNING EXERCISES (30 POINTS)

Learning exercises are designed to help you digest important concepts and theories and apply them to real-world cases.

You'll work with your peers in zoom meetings and submit your work as a group. If you are not able to attend zoom meetings, you'll work on your own.

Learning Evaluations



QUIZZES (160 POINTS)

You will have weekly open-book quizzes consisting of multiple-choice and short answer questions. They will help you to review information you learned each week and keep up with the course. It is also an opportunity for you to evaluate the effectiveness of your learning strategies such as note taking and reading styles.

You have one attempt for each weekly quiz. If you are registered with Disabilities Resources, please inform me early in the quarter about your approved accommodations. **No credits for quizzes taken after the due date/time.**

GROUP PROJECTS

This course will provide you opportunities to work with your peers. You will self-organize to form a group with 3-4 people. You can collaborate with each other either through zoom meetings or work asynchronously using some tools like google documents. GUIDE: [How to create a collaborative document on Google](#) (click the link).

Each person's grade will be based in part on the person's individual contributions (this will be determined by your peers' evaluation) and in part on the quality of the group's work.

GROUP PROJECT 1: INTERVIEW (60 POINTS)

The purpose of the interview project is to allow you to know more about the tech industry, how working in the tech industry looks like, and what skills are necessary to get your dream job. The assignment will consist of making interview plans and questions, interviewing, analyzing, and reporting. You'll interview your interviewee through videoconferencing technology such as Zoom and FaceTime.

About your interviewee: you as a group should interview one industry worker or a student intern in areas of programming, high-tech hardware manufacturing, designing, and researching. For example, you may find a software engineer, or a user-experience designer, or a design researcher, or a data scientist in teams like Google AI (Artificial Intelligence) or any other tech companies. I encourage you to reach out people you are interested, this is a key communication skill to get a dream job!



GROUP PROJECT 2: CASE STUDY (100 POINTS)

Your team will make a podcast on a technological innovation of your choosing.

Full instructions and grading rubrics for those projects will be posted on Camino.

Learning Policies



Communication

With me:

Because this is an online course, communication is very important! Don't hesitate to email me or come to my zoom office hours for any questions. If the office hours do not work for you, we can arrange for an alternative meeting time.

I'll regularly check your work on Camino and course-related emails between 8am-5pm on weekdays, meaning I will respond to your email questions within 24 hours. If you don't hear back from me within 2 days, please email me with a reminder.

With you:

I will send out announcements throughout Camino regularly. Please check your Camino regularly, or as I recommend, you should set the Announcements to be sent to your email under Camino - Account (on the up left corner) - Notifications - set Announcement as "Notify me right away".



Late Work

1/3 of the points will be deducted from the overall assignment score for every 24 hours the assignment is late.



Grade Discussion

Grades on assignments may be discussed. If you believe a grade you received should be amended you will need to **present a formal, written argument** in a MS word document at **least one day after but no more than one week after the grade was received.**

Final course grades are **not** debatable.



Class Recordings

Please be aware that our weekly zoom sessions will be recorded. They are recorded for students who are not able to join the live sessions due to living in a very different time zone, sickness, and necessary support for their families. You have the option to mute your microphone and turn off camera during the zoom meetings. If you have any concerns about the recording, please let me know.

The Student Conduct Code (p. 13) prohibits students from "(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations.

The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents."

"Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

University Policies

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission. The

Academic Integrity

Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, <http://www.scu.edu/oae>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Discrimination, Harassment and Sexual Misconduct (Title IX)

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

University Policies

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity. The following link provides information for students and faculty regarding pregnancy rights: <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Take Care of Yourself

This is a very strange time. And we are all anxious. So take care, especially now. Do your best in this class (and all of your classes). And cut yourself a break. Be kind to others and yourself. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. And ask for help when you need it. Lots of folks, including me, are here to support you. These resources may be especially helpful:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

*Work
Hard!*

But don't forget...

