



Spring 2023

M & F 3:00 to 3:50 p.m. EST

Instructor: Dr. Eric Apaydin

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Zoom Office Hours: By appointment

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Welcome to the course! I am excited for a fast-paced, interesting semester ahead and getting to know all of you.

### **I. What is this class about?**

Communication and technology are key cornerstones of the human experience and can have a lasting impact on societies around the world. As part of this class, we will explore issues relating to traditional and new media, information dissemination in societies, and the role of technology in changing our world and how we communicate. You will learn about and apply critical perspectives and theories to these issues and work on multiple projects.

### **Learning Objectives**

As part of this class, you will:

- Learn about and be able to describe the history of communication, communication-related technologies, and how they have impacted society over time.
- Evaluate the role of communication-related theories in current issues within technology and society.
- Apply communication-related ethics to the ways in which we think about current issues.
- Summarize how various modalities and technological advances have changed our view on communication and the way we communicate.
- Brainstorm, research, write and present on a topic of your choosing that relates to communication, society, and technology.

### **(Virtual) Classroom Policies**

#### ***Attendance***

Although this class is online, attendance is required and expected each week unless you have a documented absence, such as illness, jury duty, university event, religious observance, etc. Excused absences must be consistent with [university policies in the Graduate Catalog](#). Students who miss a class for excused or unexcused reasons are still responsible for getting the notes,

watching the lecture recording, turning in assignments on time, and getting any new assignments from other students. Make sure to exchange contact information with at least two classmates so you will have someone to reach out to in case you need more information about a class that you missed. Don't worry, we'll do this during the first week to ensure you have a couple of classmates to whom you can reach out. [According to the university policy](#), "the university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences."

### ***In-Class Etiquette & Zoom Policies***

I expect respect and professionalism towards me, your fellow classmates and guest speakers. As part of this course, we'll be discussing important but sometimes sensitive topics, and we may happen to disagree.

Tardiness is disruptive to your fellow students and me. I will take roll at the beginning of class. Students arriving to a Zoom class meeting more than 10 minutes late will be counted as absent for that day. Please be sure to silence cell phones or other devices during class. You are encouraged but by no means required to have your camera on during class. The Zoom class sessions will be recorded and posted on our Canvas page only. Please speak with me privately if you are uncomfortable with being recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

### ***Required Readings***

There is no assigned textbook for this course. Instead, I will be providing access to all required readings via PDF or hyperlink at no charge to you. [This textbook](#), which can be accessed for free online, is a great orienting text if you are new to the field of communications or just need to brush up on theories, key words, and fundamentals of communication.

### ***Academic Writing***

Make sure to use best practices for academic writing—that means organizing your paper thoughtfully and logically, using active voice, and proofreading for proper grammar/spelling throughout your paper before submitting to me for grading. Please use APA style when citing sources and creating reference pages. Section V of this syllabus contains helpful academic writing-related resources.

### ***Canvas & Email***

I will be using Canvas and UF email to communicate with you. I will post the readings, my lectures, assignments, your grades, and other important course-related materials onto Canvas, so log onto Canvas regularly to ensure you don't miss anything.

### ***Communicating with Me***

I check email in the evenings after work and will respond to messages during that time. I will respond to messages within 24-48 hours (usually sooner) unless there are extenuating circumstances. Please note that I am in Los Angeles and there is a three-hour time difference (Pacific Time zone). When you email me, please make sure that you identify yourself clearly using both your full name and the course number. I will only answer specific questions about assignments, lectures, or papers via email. If you have more detailed questions about critical concepts or wish to discuss your paper or assignments, you should schedule an appointment to meet with me. Please be aware that I only have your UF email address, and all my emails will be sent to your UF account. It is your responsibility to check your email on regular basis and make sure it is working. If you would like to meet outside of our class hours, please schedule a time to meet with me by contacting me via email.

### ***Students Requiring Accommodations***

If you require accommodations, please work with the [Disability Resource Center](#) and inform me as early as possible in the semester so we can work together to make the proper arrangements.

### ***Plagiarism & the Student Honor Code***

Plagiarism is a serious offense and will result in automatic failure of the assignment and potentially failure of the course. If you have any questions about how to properly cite a source, it is your responsibility to discuss with me prior to submitting an assignment. In addition, you are required to abide by the [Student Honor Code](#). Any violation of the academic integrity expected of you will result in automatic failure of the assignment and potentially more serious consequences depending on the nature of the offense. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution.

### ***Other Random Things of Note***

Please be advised that I am unable to review, edit or provide feedback to assignments before they are submitted due to time constraints and out of fairness to the class. In addition, I will not be able to serve on any student's thesis, project or dissertation committee—nor am I able to read and/or provide feedback on documents related to your thesis, project or dissertation. Your chair and committee should be the primary resources for these activities.

## **II. Class Structure**

We will meet on Zoom on Mondays and Fridays from 3-3:50 p.m. EST. Outside of class, you'll be expected to access our Canvas page regularly to view any additional modules, articles, videos and complete the assignments as noted in the syllabus.

### III. Class Activities/Assignments

This semester, class activities will include the following:

1. Exams: You will have two exams—one midterm and one final. Content on the exams will be based on my PowerPoint lectures, the readings, and our in-class discussions, so it is crucial that you attend class to ensure you are well-prepared for the exams. A study guide will be provided in advance of each exam. Questions will be a mix of multiple choice, true/false, essay questions, etc. The exams will not be cumulative. Exams will be timed and administered via Canvas.
2. Practical applications project: You will be responsible for selecting a topic, researching, writing about, and presenting a topic of your choosing that pertains to communication, technology and/or society. Your task is to think of something that interests you, but it must pertain to communication, society, and technology (or all three). I find it easiest to start by posing a question that you are interested in addressing or finding out more about. After selecting a topic, you will put together a [research proposal](#), a report, a presentation, a self-evaluation and evaluate your project partner(s). More information, including a rubric, is available on Canvas.
  - a. Example topic:
    - Start with an area of interest: Let's say I am interested in media and health.
    - Then pose a broad question: How does a celebrity's experience with a disease influence Americans to look online for health information and/or seek preventive medical care?
    - Next, think of more detailed examples: Angelina Jolie's double mastectomy, Katie Couric's husband's public colon cancer diagnosis and subsequent death, Chadwick Boseman's death from colon cancer.
    - Arrive to more targeted topic by posing a more specific question: How did the death of Chadwick Boseman increase Americans' interest in learning about colon cancer online? How did Angelina Jolie's double mastectomy influence other preventive mastectomies nationally?
    - Find credible sources (more than two, of course! But these are here to get you started). Then, write your report and upload to Canvas.
      - [Naik, H., Johnson, M.D.D., & Johnson, M.R. \(2021\). "Internet interest in colon cancer following the death of Chadwick Boseman: Infoveillance study." \*Journal of Medical Internet Research\*, 23\(6\), e27052.](#)
      - [Liede, A., et al. \(2018\). "Risk-reducing mastectomy rates in the U.S.: A closer examination of the Angelina Jolie effect." \*Breast Cancer Research & Treatment\*, 171\(2\), 435-442.](#)
    - After writing your report, put together a presentation based on your report and upload to Canvas. Practice the presentation to ensure you're prepared to present your findings to the class.
3. Class participation/attendance: Part of what makes class fun and engaging is lively discourse, so I am interested in hearing your perspectives, lived experiences, opinions, and feedback. Please share freely. Our class is a safe space to share, and I ask that everyone respect each other even if we happen to disagree.

#### ***Late Assignment Policy***

It's important to submit assignments on time. Late assignments will lose 20% from the total points per each day that the assignment is late. I will not accept late assignments five days past the due

date.

### ***Communication about Grades***

Any discussions about grades must be done during office hours or by appointment. If for some reason you believe you deserve a higher grade, you must go through the following appeal process: To appeal your grade, you must: (1) wait 24 hours to contact me (i.e., I will not be answering questions about grades immediately after an assignment or exam has been returned); (2) set up a time to meet with me to discuss your grade; (3) email me the specific reason you would like to question or appeal your grade. In this email, you should include an argument for why you believe your work should be reviewed. It is not sufficient to say, "I think my paper is better than this grade indicates." Instead, you must point to specific examples that you think should be reviewed and provide evidence to support your claims. To appeal your grade, must contact me within one week of receiving your grade. I will not review grades re-submitted after this time has elapsed.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or on [this website](#).

## **IV. Evaluation & Grading Scale**

<b>Breakdown</b>	<b>Assignment</b>	<b>Points</b>
<i>Exams: 400 pts (40%)</i>	Midterm exam	200
	Final exam	200
<i>Practical applications project: 500 points (50%)</i>	Proposal	100
	Report	150
	Presentation	250
<i>Class attendance and participation: 100 points (10%)</i>	Attendance/punctuality, in-class participation, and engagement	100

I encourage you to add up your points to calculate your grade on a regular basis instead of relying on the Canvas gradebook. You can calculate your grade by adding up your points – the course is out of 1,000 total points.

Points	Percentage	Letter Grade
1000-930	100-93%	A
929-900	92.9-90%	A-
899-870	89.9-87%	B+
869-830	86.9-83%	B
829-800	82.9-80%	B-
799-770	79.9-77%	C+
769-730	76.9-73%	C
729-700	72.9-70%	C-
699-670	69.9-67%	D+
669-630	66.9-63%	D
629-600	62.9-60%	D-
599-0	59.9-0%	E

#### V. University Resources and Important Websites

[Click here](#) to access the 2022 Graduate School Academic Calendar to keep apprised of key dates.

##### ***E-Learning Technical Support***

If you experience issues with Canvas, please contact [E-Learning Technical Support](#) at 352-392-4357 (select option 2) or via e-mail [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

##### ***Teaching Center***

If you need tutoring or assistance with improving your study skills, contact [the Teaching Center](#).

##### ***Writing Studio***

I encourage you to use [the Writing Studio](#) if you haven't already. Their staff helps you become a better writer, researcher and communicator.

##### ***UF Libraries***

If you need assistance with academic research consulting, accessing texts and other library-related services, [click here](#).

##### ***UF Graduate Editorial Office***

When writing your thesis or dissertation, you will interact with the [UF Editorial Office](#). They provide resources, templates, and staff who can help you format your documents.

##### ***UF IRB***

As part of this course, you may conceptualize a paper that will eventually become the basis of your thesis or dissertation. I do not provide guidance on IRB submissions for UF, but there are IRB templates, resources and assistance available for you online. Make sure to contact [IRB-02](#), since that is the one specific to socio-behavioral research.

##### ***Career Connection Center***

If you need career assistance and counseling in person or virtually, [click here](#) for more information.



### ***Mental Health Resources***

Mental health is an important public health topic. If you or someone you know are experiencing anxiety, depression, loneliness or just need to talk to someone, I encourage you to reach out to [U Matter, We Care](#) or the [UF Counseling and Wellness Center](#). If you don't feel comfortable reaching out to them, please let me know. I am happy to help.

### VI. **Course Schedule** (subject to change based on course needs)

**\*Assignments and due dates are indicated in blue; all deadlines are in the Eastern time zone; only Monday and Friday classes are listed; the third hour of instruction will be asynchronous on Canvas**

Class Date	Activities	What to read before the next class
Week 1 M 1/9	<p><u>Introduction to Mass Communication, Technology, and Society</u></p> <p>Student/instructor introductions</p> <p>Go over syllabus; exchange contact information with two classmates</p> <p>Lecture: <u>Understanding the Role of Messages, Channels, and Mediums</u></p>	<p>Read the following texts in Canvas before class.</p> <p>Read the following texts in Canvas before class:</p> <ol style="list-style-type: none"> <li>1) <a href="#">The Medium is the Message (McLuhan, 1964)</a></li> <li>2) <a href="#">The Presentation of Self in Everyday Life (Goffman, 1959), p. 120-129</a></li> <li>3) <a href="#">Do Artifacts Have Politics? (Winner, 1980)</a></li> </ol>
Week 1 F 1/13	<p>Discussion: <u>Understanding the Role of Messages, Channels, and Mediums</u></p>	Be prepared to discuss material on Friday
Week 2 M 1/16	<p>Lecture: <u>Diffusion of Technology; Relevant Theoretical Underpinnings</u></p> <p><b>Martin Luther King Jr. Day Holiday: No class meeting; see recorded lecture online</b></p>	<p>Read the following texts in Canvas before class:</p> <ol style="list-style-type: none"> <li>1) <a href="#">Functions and Theories of Mass Communication</a></li> <li>2) <a href="#">Diffusion of Innovations (Everett, 1983), p. 1-37</a></li> <li>3) <a href="#">Uses and Gratifications (Papacharissi, 2014)</a></li> </ol>
Week 2 F 1/20	<p>Discussion: <u>Diffusion of Technology; Relevant Theoretical Underpinnings</u></p>	Be prepared to discuss material on Friday
Week 3 M 1/23	<p>Lecture: <u>Semiotics: The Signs and Symbols that Help Us Communicate and Find Meaning</u></p>	<p>Read the following texts in Canvas before class:</p> <ol style="list-style-type: none"> <li>1) <a href="#">A Cultural Approach to Communication (Carey, 2009)</a></li> <li>2) <a href="#">Simulacra and Simulation (Baudrillard, 1981), p. 1-30</a></li> </ol>

Week 3 F 1/27	Discussion: <u>Semiotics: The Signs and Symbols that Help Us Communicate and Find Meaning</u>	Be prepared to discuss material on Friday
Week 4 M 1/30	Lecture: <u>Computers and Connection; The Digital Divide</u>  Explanation of project assignment	Read the following texts in Canvas before class: 1) <a href="#">Digital Divide Persists Even as Americans with Lower Incomes Make Gains in Tech Adoption (Vogels, 2021)</a> 2) <a href="#">How to Close the Digital Divide in the U.S. (Chakravorti, 2021)</a>
Week 4 F 2/3	Discussion: <u>Computers and Connection; The Digital Divide</u>	Be prepared to discuss material on Friday
Week 5 M 2/6	Lecture: <u>Robots, AI, and Other Oddities</u>	Read the following texts in Canvas before class: 1) <a href="#">AI-Mediated Communication: Definition, Research Agenda, and Ethical Considerations (Hancock, Naaman, &amp; Levy, 2020)</a> 2) <a href="#">The Fairytale of Second Life: Virtual Social Worlds and How to Use Them (Kaplan &amp; Haenlein, 2009)</a>
Week 5 F 2/10	Discussion: <u>Robots, AI, and Other Oddities</u>  Brainstorming session for project / In-class breakout room meetings to discuss project topics  <b>Proposal for project due on Canvas on Sun 2/12 by 11:59 p.m.</b>	Be prepared to discuss material on Friday
Week 6 M 2/13	Lecture: <u>Identity Formation, Self-Presentation, and Parasocial Relationships</u>	Read the following texts in Canvas before class: 1) <a href="#">New Media, the Self, and Relationships</a> 2) <a href="#">Twins' Wishful Identification and Parasocial Relationships</a>



		<a href="#">with YouTubers (Tolbort &amp; Drogos, 2019)</a>
Week 6 F 2/17	Discussion: <u>Identity Formation, Self-Presentation, and Parasocial Relationships</u>	Be prepared to discuss material on Friday
Week 7 M 2/20	Lecture: <u>Gender and Technology</u>	Read the following texts in Canvas before class: 1) <a href="#">When Computers Were Women (Light, 1999)</a> 2) <a href="#">Three Faces of Eva: Perpetuation of the Hot Latina Stereotype in Desperate Housewives (Merskin, 2007)</a>
Week 7 F 2/24	Discussion: <u>Gender and Technology</u>  <b>Exam 1 due on Canvas on Sun 2/26 by 11:59 p.m.</b>	Be prepared to discuss material on Friday
Week 8 M 2/27	Lecture: <u>Commodified and Simplified: Are Apps the Answer?</u>  Midterm faculty evaluation	Read the following texts in Canvas before class: 1) <a href="#">Researchers just released profile data on 70,000 OKCupid users without permission (Resnick, 2016)</a> 2) <a href="#">Millennials don't love capitalism but can't stop using Amazon (Dollinger, 2018)</a>
Week 8 M 3/3	Discussion: <u>Commodified and Simplified: Are Apps the Answer?</u>	Be prepared to discuss material on Friday
Week 9 M 3/6	Lecture: <u>Globalization of Communications</u>	Read the following texts in Canvas before class: 1) <a href="#">Geo-ethnic Storytelling: An Examination of Ethnic Media Content in Contemporary Immigrant Communities (Ying &amp; Song, 2006)</a>
Week 9 F 3/10	Discussion: <u>Globalization of Communications</u>	Be prepared to discuss material on Friday
Week 10	<b>Spring Break Holiday: No class,</b>	Enjoy!

M 3/13	readings, or assignments	
Week 10 F 3/17	Spring Break Holiday: No class, readings, or assignments	Enjoy!
Week 11 M 3/20	Lecture: <u>Community Mobilization and Activism through Technology</u>	Read the following texts in Canvas before class: <ol style="list-style-type: none"> <li>1) <a href="#">The Growing Up Asian American Tag: An Asian American Networked Counterpublic on YouTube (Kim, 2021)</a></li> <li>2) <a href="#">Diasporic Disclosures: Social Networking, Neda, and the 2009 Iranian Presidential Elections (Naghibi, 2011)</a></li> </ol>
Week 11 F 3/24	Discussion: <u>Community Mobilization and Activism through Technology</u>  Project report due on Canvas on Sun 3/26 by 11:59 p.m.	Be prepared to discuss material on Friday
Week 12 M 3/27	Lecture: <u>The Intersection of Communication, Race, and Technology</u>	Read the following texts in Canvas before the next class: <ol style="list-style-type: none"> <li>1) <a href="#">Technology's Invisible Women: Black Geek Girls in Silicon Valley and the Failure of Diversity Initiatives (Twine, 2018)</a></li> <li>2) Race, again: How Face Recognition Technology Reinforces Racial Discrimination (Bacchini &amp; Lorusso, 2019): See Canvas for PDF</li> </ol>
Week 12 F 3/31	Discussion: <u>The Intersection of Communication, Race, and Technology</u>	Be prepared to discuss material on Friday
Week 13 M 4/3	Lecture: <u>Health Communications, Technology and Media</u>	Read the following texts in Canvas before the next class: <ol style="list-style-type: none"> <li>1) <a href="#">Is the Digital Divide the New Social Determinant of Health? (Heath, 2021)</a></li> <li>2) <a href="#">A Pandemic within a Pandemic—Intimate Partner Violence during COVID-19 (Evans, Lindauer, &amp; Farrell, 2020)</a></li> </ol>
Week 13	Discussion: <u>Health Communications,</u>	Be prepared to discuss material on

F 4/7	<u>Technology and Media</u>  <b>Presentations during class: You must submit your presentation files to Canvas by Fri 4/7 11:59 p.m.</b>	Friday
Week 14 M 4/10	Lecture: <u>Work and Labor</u>	Read the following texts in Canvas before the next class: 1) <a href="#">What's in a Name? How Recruitment Discriminates Against "Foreign" Applicants (Adamovic, 2021)</a> 2) <a href="#">Justice for "Data Janitors" (Irani, 2015)</a>
Week 15 F 4/14	Discussion: <u>Work and Labor</u>	Be prepared to discuss material on Friday
Week 16 M 4/17	Lecture: <u>Gossip, Fake News, and Drama: How Rumors Spread Online</u>	Read the following texts in Canvas before the next class: 1) <a href="#">How to Make it as a Paparazzo in a Pandemic? Focus on Influencers (Lorenz, 2020)</a> 2) <a href="#">When Friends Who Talk Together Stalk Together: Online Gossip as Metacommunication (Jones, Schieffelin, &amp; Smith, 2011), p. 26-44</a>
Week 16 F 4/21	Discussion: <u>Gossip, Fake News, and Drama: How Rumors Spread Online</u>  End-of-the year faculty evaluation during class	Be prepared to discuss material on Friday
Week 17 M 4/24	Lecture: <u>Review of Semester</u>	No readings.
Week 17 F 4/28	Discussion: None <b>Final Exam due on Canvas Opens on Fri 4/28 at 8 a.m. and is due on Fri 5/5 by 11:59 p.m. (Exam is NOT cumulative)</b>	No readings.