

ICOM 101

“The Digital World”

iCOM 101, Section 001 – Spring 2011
Tuesday and Thursday, 2:00pm to 3:15pm
in Ball Communication Building Room 216, CRN 47892

Course Description

Introduction to types of human interaction made possible by digital media. Exploration of individualization, innovation, imagination, interactivity, minimization, and internationalization of digital communication. Positive and negative impacts and ramifications of a digital world.

Instructor

James W. Chesebro, Ph.D.
Distinguished Professor of Telecommunications
214 David Letterman Communication and Media Building
Department of Telecommunications
Ball State University
2000 West University Avenue
Muncie, Indiana 47306-0540
Office Telephone: 765.285.1491
Email: jwchesebro@bsu.edu
Chesebro's Webpage: www.jameswchesebro.com
Chesebro's Spring 2011 Office Hours:
Monday and Wednesday, 1:00pm to 3:00pm, and Others by Appointment

Course Objectives

- 1. Identify How Digital Technologies Are Reshaping and Redefining the Nature and Scope of Human Communication.** In virtually all areas of human life, digital technologies have now affected, if not transformed, human communication systems. Even modes of communication traditionally believed to be face-to-face have been affected by digital technologies such as the Internet. We will examine how digital technologies are affecting communication.
- 2. Provide an Historical, Present, and Future Perspective of the Inception and Development of Digital Communication Technologies.** We can gain an understanding of digital communication technologies by observing how they have evolved, who and why individual founders created the technologies they did, and compare how an innovation such as the Internet compares to other major innovations in the United States.
- 3. Explore the Social and Societal Uses and Consequences of Digital Communication Technologies.** Not only are digital technologies altering the means and tools used by human beings to communicate, these digital technologies are creating new social and societal institutions and new ways of enacting and conducting social, cultural, political, and economic transactions.

4. Generate a Vocabulary and Models for Describing, Interpreting, and Evaluating Digital Communication Technologies. This course is designed to generate and create a lexicon (a set of words or terms and their definitions) for describing, interpreting, and evaluating digital communication technologies. These terms, definitions, and models tell us what a concept is as well as what it is not. According, some of these terms developed in this course will isolate and characterize the intrinsic nature of the digital communication technologies; some of these terms will clarify and specify what the digital communication technologies exclude or do not include. This lexicon could include a wide arrange of related and interrelated terms such as *signal communication, symbolic communication, analogic communication, digital communication, interactive technology, cybertext, computer semiotics, hypertext, virtual reality, telepresence, cyberspace, convergence, hypermedia, Web 1.0, Web 2.0, Web 3.0, interactivity, and nonlinearity.*

Focal Points of this Course

Three focal points define the approach to interpersonal human relations employed in this course:

1. **Media Research Perspective** This course examines digital communication technologies in terms of existing published research about digital communication technologies. This is not a production or performance course.
2. **User Perspective** As a communication system, digital communication technologies can be viewed as technological systems that require mastery. While recognizing the importance of mastering these technological skills, this course is user-centered. This course focuses how people are using digital communication technologies. In addition, this course focuses on how digital communication technologies are changing sociocultural systems.
3. **Critical Perspective** The word *criticism* can refer to judgments that are predominantly negative, but the word also can identify evaluations designed to promote understanding of the objects under review. In terms of digital communication technologies, we need to ask, not only what digital communication technologies are doing to human beings, but also *if* those effects are beneficial and harmful, and *in what ways* the processes and effects set off by digital communication technologies are beneficial and harmful. In this sense, as critics, we seek to *describe* how digital technologies function as communication systems, identify the different ways in which digital communication technologies can be understood or *interpreted*, and render judgments about--or *evaluate*--both the benefits and disadvantages of digital technologies as communication systems. In every case, however, we need to go beyond saying what we like and dislike, for such claims are only statements of our personal preferences; they are not criticism. Criticism is deliberative and a reason-giving activity. Criticism is deliberative; it is political; it seeks to go beyond personal preferences; or, in short, it seeks to enhance the quality of life for the people within a society.¹ Criticism is also a reason-giving activity; a critic provides reasons why the critic's descriptions, interpretations, and evaluations are appropriate. These reasons are accordingly verifiable; the reasons can and should be sustained and confirmed with reasonable research; the reasons given by the critic can be demonstrated to be more true than false given the conditions being explored.²

¹ See: Pierre Levy, *Cyberculture* (Minneapolis, MN: University of Minnesota Press, 2001), Chapter 17, "Critique of Criticism," pages 211-217.

² For details regarding this view, see: James W. Chesebro and Dale A. Bertelsen, *Analyzing Media: Communication Technologies as Symbolic and Cognitive Systems* (New York, NY: Guilford Publications, Inc., 1996), pp. 47-79.

Course Requirements

1. **Class Attendance and Oral Contributions to the Class.** Every student will attend the regularly scheduled sessions of this class. As a member of a class, each student is also encouraged to provide oral contributions to the class on a regular basis that extend and develop the ideas and lines of thought identified for each class period. Indeed, for this course to be what it should for you, class attendance and classroom participation are a minimum condition necessary to satisfy the objectives of this course. A regular pattern of oral contributions that extend and advance the analysis being developed in the class can raise your grade by one-third of a grade in this course. Random class attendance is taken to determine if such a grade increase is warranted.

2. **Three Examinations.** Each exam constitutes 25% of the final grade in this course. The exams are "objective" examination (e.g., true-false, multiple choice, etc.) over both reading assignments, materials covered in the classroom, and the content of classroom discussions. The course schedule below provides the date and time for each exam. Exam #3 will serve as the final exam in this course. However, it will not be comprehensive of the entire course, for it will cover materials presented in class and assigned readings only since the Exam #2. Exam #3 will be given during the final exam week scheduled by the University.

3. **One Critical Essay.** The critical essay constitutes 25% of the final grade in this course. Due roughly three-quarters of the way through the course (see the "Course Schedule" for the exact due date), the critical essay should examine an issue explored in class. The critical essay should be only some seven to 15 pages; accordingly, the issue itself must be manageable. Specifically, the essay should identify and define the issue, provide an analysis of the significance of the issue, and provide a description, interpretation, and evaluation of the issue. The critical essay should provide evidence for any of its controversial claims. In this sense, this is a research paper. In all, the purpose of this critical essay is to provide a detailed, scholarly³ analysis of some process or outcome created by digital communication technologies.⁴ Once you have selected your topic and have a sense of why you believe it is significant, you can send Chesebro an email (jwchesebro@bsu.edu) with a brief statement of your paper you plan to write. He normally responds within 24 hours to student emails. You can also send Chesebro the first draft of your critical essay for feedback and reactions, but this first draft should be submitted a week before the critical essay is actually due.

Policies and Guidelines

Attendance and Punctuality Class activities, discussions, and group exercises constitute a major portion of the learning experience in this course. Missed classes cannot be fully "recovered" by reading the texts and borrowing class notes. Your absence interferes with your learning and with the performance of your workgroup; therefore attendance and participation are expected for all class days. Of course, some absences cannot be avoided; in those

³ The APA style sheet is should be the standard for all style, formatting, and reference decisions in this paper; see: American Psychological Association, *Publication Manual of the American Psychological Association*, 6th ed. (Washington, DC: American Psychological Association, 2010). You can also use the BSU library's summary of this citation system at: <http://to.levgws.net/go.fx?I6347>. Additionally, two online references can be extremely useful: (1) Russ Dewey and Abel Scribe's January 2007 "APA Research Style Crib Sheet" at <http://www.wooster.edu/psychology/apa-crib.html> provides a fairly complete and comprehensive set of practical guidelines for the most commonly used references; and, (2) Abel Scribe's Fall 2006 "APA Quick Study" provides a convenient and useful introduction to the use of style sheets at: <http://www.docstyles.com/apastudy.htm>. Full copies of these two APA summaries are available in the "Documents" section of the Blackboard for ICOM 101.

⁴ The written analysis should conform to the style sheet requirements of the: *Publication Manual of the American Psychological Association* (6th ed.) (Washington, DC: American Psychological Association, 2010). In this regard, see footnote #3 immediately above.

cases, you need to check the material on the blackboard for this course and then check with the instructor to deal with any problematic materials.

Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, athletics) or religious obligations, or with instructor's approval, will be permitted to make up assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to the instructor, preferably before the absence but in no event later than one week after the absence.

Make-Up and Extra Credit Work You should plan to prepare and submit work on time. Late assignments will not be accepted without substantial penalty. **An “incomplete” is awarded only in the event of a documented emergency.** There is no extra credit work available in this course.

Drop/Withdrawal The Drop/Withdrawal policy, with deadlines for the current term, is stated in the University course schedule. Please refer to that schedule for details.

ADA If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are provided at the beginning or top of this syllabus.

Academic Honesty Strict standards of academic honesty will be enforced. Academic dishonesty will be prosecuted to the fullest extent possible. Students have specific rights in the classroom as detailed in the Student Code. The code also specifies proscribed conduct such as cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students may receive sanctions for violating one or more of these proscriptions. Cheating and plagiarism will result in appropriate penalties, such as a failing grade on a specific exam or in the course. Further disciplinary action may also be taken. Students have the right to appeal such action.

Assignment Format Unless otherwise noted, written assignments must be formatted according to the guidelines of the *Publication Manual of the APA*, 6th edition.

Requests for Re-evaluation The burden of proof in any disagreement over evaluation of student performance rests with the student. If you desire reevaluation of a grade for an assignment or activity you must submit your request and rationale **in writing** within one week of receipt of the original evaluation. Your request should identify the specific change requested and provide a reasoned argument and evidence in support of that change.

Required Textbook and Readings

Three textbooks, several journal articles, and several newspaper articles are required reading in this course—

(1) Lorenzo Cantoni and Stefano Tardini, *Internet* (New York: Routledge /Taylor & Francis Group, 2006). ISBN 13: 978-0-415-35277-7.

(2) Don Tapscott, *Grown Up Digital: How the Net Generation Is Changing Your World* (New York: McGraw Hill, 2009). ISBN: 978-0-07-150863-6.

(3) Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-First Century*, release 3.0, available for rent from the Ball State University Bookstore. As a published book in print, this volume is available from: (New York: Picado / Farrar, Straus and Giroux, 2007). ISBN-10: 0-312-424507-4. The “new” book price of this volume is \$15. The “used” book price of this volume is \$11.25. But, also note that this book can be obtained as a rental. As a rental, this book is available for \$6.75 (check with the BSU Bookstore).

(4) Articles—Several journal and newspaper articles are required reading in this course. These articles are particularly important. The textbooks used in this course will provide you with more enduring statements about the nature of digital communication textbooks. However, textbooks are inherently limited in terms of current events—it takes about two years to publish a textbook, and in the area of digital communication technologies, two years is more than enough time for current technologies and their uses to become dated. The articles assigned in this course will provide you with more current updates on usage, unique functions and social institutions, and current events regarding digital communication technologies.

Recommended Textbook: Everyone varies in terms of their background with any specific technology, and the ways in which a technology functions as a communication system. If your background in digital communication technologies is weak (i.e., if you are unaware of the historical development of digital technologies, transformations in the technologies, and how people have increasingly interacted with this technology over time), I strongly recommend, for historical background on the emergence of digital communication technologies: Ted Friedman, *Electric Dreams: Computers in American Culture* (New York: New York University Press, 2005), ISBN-13: 978-0-8147-2740-9 or ISBN-10: 0-8147-2740-9.

Course Schedule

Date	Topics and Activities
Week 1: T 01-11	<u>Introduction to the Course:</u> * Review the course syllabus; and * Students complete and turn in the “Information Sheet” before leaving class on the first day. <i>Before coming to this first day of class</i> , complete and print out the “Information Sheet” on page 16 of this syllabus and bring this completed sheet to class with you on the first day.
Th 01-13	* A Formal Definition of the Digital Revolution—Essential Features of Digital Communication Technologies: A. Previous Definitions. B. Structural Features of Digital Technology. C. Social Uses and Constructions. D. If time permits, begin “Unit 1: Digital Communication: The Past, Present, and Future.” <i>Before coming to this class, read:</i> (1) Tapscott, pp. 9-37 (esp. 34-36; while not required, if you are looking for additional details on these eight norms, see pp. 73-96); and, (2) “The Internet and New Technologies: The Media Coverage” (Chapter 2, pages 42-69) in Richard Campbell, Christopher R. Martin, and Bettina Fabos, <i>Media & Culture: An Introduction to Mass Communication</i> (7 th edition) (Boston, MA: Bedford/St. Martin’s, 75 Arlington Street, Boston, MA 02116, 2010).
Week 2: T 01-18 and Th 01-20 and Week 3: T 01-25	Unit 1: Digital Communication: The Past, Present, and Future
	<u>The Present:</u> A. Traditional Conceptions of Media and the Media Environment. B. Digital Communication Technologies as the New Media Environment. C. A New Configuration and New Effects: Multitasking and Other Effects. <i>Required and Assigned Reading for the Next Two Weeks:</i> (1) Cantoni & Tardini, pp. 5-42; (3) Tapscott, pp. 39-71 (especially figures on pages 43, 50-51, & 54); (2) Chesebro and Holmes, “Transformations Created by Digital Communication Technologies” (in the “Document” section of the ICOM 101 Blackboard in two different versions); (3) Steve Alexander, “Computers and Information Systems” in the <i>Encyclopaedia Britannica 2001 Book of the Year</i> (in the online “Course Reserves” section of Bracken Library under the course “ICOM 101”); and (5) Alexandra Alter, “The New Age of Discovery,” <i>The Wall Street Journal</i> , May 8, 2009, pp. W1 and W12 (in the “Electronic Reserve” section of Bracken Library under ICOM 101). <i>Recommended Readings:</i> (1) Steven Johnson, “How the E-Book Will Change The Way We Read and Write,” <i>The Wall Street Journal</i> , April 20, 2009, pp. R1 and R3 [Chesebro’s selective summary of this article is available on the ICOM 101 Blackboard]; (2) Denise Caruso, “Knowledge Is Power Only If You Know How to Use It” [the relationships among knowledge, technology, and know-how], <i>The New York Times</i> , March 11, 2007; (3) Andrew J. Flanagin, “IM Online: Instant Messaging Use Among College Students,” <i>Communication Research Reports</i> , 22 (December 2005), pp. 175-187; and, (4) Sharon Waxman, “At an Industry Media Lab, Close Views of Multitasking,” <i>The New York Times</i> , May 15, 2006, pp. C1 and C5.
Th 01-27 and Week 4: T 02-01	<u>The Past--The Development and Evolution of Digital Technologies:</u> A. Seven Founders of the Digital Revolution. B. Seven Technologies Contribution to the Information Age. C. Seven Historical Projects Leading to the Creation of the Internet.
Th 02-03 and	<u>The Future--Predicting the Future of the Digital Revolution:</u>

Week 5:
T 02-08

A. An Introduction to Some of the Issues:

- (1) Some of the Strategies Used for Creating a Credible Future Vision.
- (2) The Harsh Reality of Forecasting and Predicting: Eight Conclusions.
- (3) The Role of Forecasting in the Cycle of Organizational Planning.

B. Specific Predictions and Predictive Systems from the Past—How Credible and True Have Past Predictions Been?

- (1) Gerald Celente, *Trends 2000: How to Prepare for and Profit from the Changes of the 21st Century* (1997).
- (2) Alvin Toffler's *Powershift: Knowledge, Wealth, and Wealth at the Edge of the 21st Century* (1990).
- (3) John Naisbitt and Patricia Aburdene, *Megatrends 2000: Ten New Directions for the 1990s* (1990).
- (4) James W. Cortada, "The Future of Information in America" (chapter 10), *Making the Information Society* (2002).
- (5) Ben Shneiderman, *Leonardo's Laptop: Human Needs and the New Computing Technologies* (2003).
- (6) Steven Johnson, *Everything Bad Is Good for you: How Today's Popular Culture Is Actually Making Us Smarter* (2005).
- (7) Ray Kurzweil, *The Singularity Is Near: When Humans Transcend Biology* (2005).
- (8) Vernor Vinge, "The Coming Technological Singularity: How to Survive in the Post-Human Era," paper presented at the VISION-21 Symposium, March 30-31, 1993; Vernor Vinge, "Synthetic Serendipity," July 2004, <http://www.spectrum.ieee.org/print/4165>; Vernor Vinge, "Signs of the Singularity," June 2008, <http://www.spectrum.ieee.org/print/6306>; and, (4) John Tierney, "Technology That Outthinks Us: A Partner or a Master?" *The New York Times*, August 26, 2008, pp. D1 and D4.
- (9) Pew Research Center, *The Future of the Internet* (2005) and *Trends 2005* (2005).
- (10) Paul Messaris and Lee Humphreys, *Digital Media: Transformations in Human Communication* (2006).
- (11) Alvin and Heidi Toffler, *Revolutionary Wealth: How It Will Be Created and How It Will Change Our Lives* (2006).
- (12) Damien Broderick (Ed.), *Year Million: Science at the Far Edge of Knowledge* (New York: Atlas & Co., Publishers, 2008).
- (13) Marvin J. Cetron, "Timeline for the Future: Potential Developments and Likely Impacts," *The Futurist*, 43 (March-April 2009), No. 2, pages 33-38.

C. What Are the Twenty One Best Predictions We Can Make About the Future?

Required reading this week: (1) Cantoni & Tardini, pp. 43-96; (2) Tapscott, pp. 289-311; (4) "Eight Predictions about the Future of the Internet in the Year 2020" (in the "Course Document" section in the Blackboard for ICOM 101); and, (3) Marvin J. Cetron, "Timeline for the Future: Potential Developments and Likely Impacts," *The Futurist*, 43 (March-April 2009), No. 2, pages 33-38 [online in Course Reserves department (<https://liblink.bsu.edu/cgi-bin/login.pl>) at Bracken Library under "ICOM 101"].

Recommended Readings: (1) Janna Quitney Anderson and Lee Rainie, *The Future of the Internet II* (Washington, D.C.: Pew Internet & American Life Project, September 24, 2006, available on the Pew Web site <http://www.pewinternet.org>); (2) Janna Quitney Anderson and Lee Rainie, *The Future of the Internet III* (Washington, D.C.: Pew Internet & American Life Project, December 14,

	<p>2008, available on the Pew Web site http://www.pewinternet.org); (3) Amanda E. Kooser’s “Welcome to the Future of the Web”; (4) Brian D. Johnson’s “Someone Call Karl Marx”; (5) Nick Gillespie, “The Future Is Now” [Review of Tofflers’ 2006 <i>Revolutionary Wealth</i>]; (6) John Markoff, “Brainy Robots Start Stepping Into Daily Life,” <i>The New York Times</i>, July 18, 2006, pp. A1 and C4; (7) Douglas Heingartner, “Maybe We Should Leave That Up to the Computer,” <i>The New York Times</i>, July 18, 2006, p. C4; and, (8) John Horrigan, <i>The Mobile Difference</i> (Washington, D.C.: Pew Internet & American Life Project, March 2009), http://www.pewinternet.org/Reports/2009/5-The-Mobile-Difference-Typology.aspx.</p>
Th 02-10	<p><u>Can or Should a Purpose Be Attributed to a Digital Communication Technology such as the Internet?</u></p> <p>A. Bernardo A. Huberman, <i>The Laws of the Web: Patterns in the Ecology of the Information</i> (Cambridge, MA: The MIT Press).</p> <p>B. Michael Hart, <i>The American Internet Advantage: Global Themes and Implications of the Modern World</i> (2000).</p> <p>C. Rick Levine, Christopher Locke, Doc Searls, and David Weinberger, <i>The Cluetrain Manifesto: The End of Business as Usual</i> (2000 and 2001).</p> <p>D. Geert Lovink, <i>Dark Fiber: Tracking Critical Internet Culture</i> (2002).</p> <p>E. Ben Shneiderman, <i>Leonardo’s Laptop: Human Needs and the New Computer Technologies</i> (2003).</p> <p>F. McKenzie Wark, <i>A Hacker Manifesto</i> (2004).</p> <p>G. ICANN Origins and Purposes, the Second Internet Governance Forum, <i>Realizing the Global Promise of the Internet: The Future of Internet Governance</i>, August 13, 2008, and the September 30, 2009 USA-ICANN Agreement.</p> <p>H. Federal Communication Commission’s “Net Neutrality.”</p> <p><i>Before coming to class this week, read on the blackboard for this class:</i> (1) John Markoff, “For \$150, Third-World Laptop Stirs Big Debate,” <i>The New York Times</i>, November 30, 2006, pp. A1 and C6; (2) Steve Lohr, “Buy a Laptop for a Child, Get Another Laptop Free,” <i>The New York Times</i>, September 24, 2007, pp. C1 and C6; (3) David Pogue, “\$100 Laptop A Bargain At \$200,” <i>The New York Times</i>, October 4, 2007, pp. C1 and C8; and, (4) Anand Giridharadas’ “India’s Edge Goes Beyond Outsourcing,” <i>The New York Times</i>, April 4, 2007, pp. C1 and C4 (available as a “Document” on the Blackboard for this course).</p>
Week 6: T 02-15	<p><u>On this day, you need to complete two tasks:</u> (1) Review for Exam #1 in Class—The instructors provide an overview of the nature of the exam and sample review questions. This review includes a summary of critical and key elements in Friedman’s volume <i>The World Is Flat</i> and Cantoni and Tardini’s volume <i>Internet</i>. (2) Register to take the Exam #1 on InQsit--On the BSU Homepage, click on the “Current Student” section, then click on “My Courses,” and then click on “InQsit,” and register to take Exam #1 on Thursday, February 17, 2011, <u>or</u> Friday, February 18, 2011, at any one of the testing lab locations convention for you and at a time and on the day you register for through InQsit.</p>
Th 02-17	<p>Class does not meet in Ball Communication 216. Instead, take Exam #1 at one of the computer-based inQsit testing labs at the time you have registered for on Thursday, February 17, 2011, <u>or</u> on Friday, February 18, 2011, at any one of the testing lab locations convention for you and at a time and on the day you register for through InQsit.</p>
Week 7: T 02-22 and Th 02-24	<p style="text-align: center;">Unit 2: Thinking, Working, and Learning In a Digital Environment</p> <p><u>The Digital Revolution and Cognition:</u> * Do Digital Communication Technologies Change Our Reality and How We Think?</p>

	<p>* What Are We Learning from Digital Communication Technologies?</p> <p>* The Digital Revolution and Reality.</p> <p>A. “The Quick Smart Profile”—Before coming to this class, locate “The Quick Smart Profile” on the ICOM 101 Blackboard, print “The Quick Smart Profile” out, complete “The Quick Smart Profile” as honestly as you can, and then using the instructions provided, score your own profile and begin preliminary interpretations of your “Quick Smart Profile” results. In class, volunteers will be ask to provide their scores, and the scores will be discussed in class.</p> <p>B. The Theory: Cognition Defined and Its Link to Media.</p> <p>C. The Media Reality and Other Realities.</p> <p>D. What’s In Your Head Can Be Socially Constructed: Four Factors Affecting Internet Consciousness</p> <p>E. Four Media Realities.</p> <p>F. The Virtual Reality of Digital Communication Technologies.</p> <p>G. The Cognitive Model in Communication—Its Evolution to Emotions:</p> <p>(1) Media Effects and Assessment: What Is Known and What Can Be Known.</p> <p>(2) Rational Thinking-Systems Theory-Narrative Theory.</p> <p>(3) Multiple Intelligences and Emotional Intelligence.</p> <p><i>Required reading for this week, all on the blackboard or in the Bracken Library electronic reserve system for this course:</i> (1) Cantoni & Tardini, pp. 97-121; (2) Tapscott, pp. 97-148; (3) Katie Hafner, “History, Digitized (and Abridged),” <i>The New York Times</i>, March 11, 2007; (4) Randy Cohen, “Online Extracurriculars,” <i>The New York Times</i>, March 11, 2007; and, (5) Alina Tugend, “Multitasking Can Make You Lose...Um...Focus,” <i>The New York Times</i>, October 25, 2008, p. B7.</p>
<p>Week 8: T 03-01</p>	<p><u>Digitization and the Communication Industries:</u></p> <p>A. The Role of Information Technology (IT) Industries in:</p> <ol style="list-style-type: none"> 1. Economy; 2. National Productivity; and, 3. Employment. <p>B. The September 2008 Recession and Subsequent Economic Recovery: The Effects on Jobs and the Unknown Job Recovery.</p> <p>C. “Nine Categories of Jobs in the Mass Media Industry” by W. James Potter’s “Profiles of the Mass Media Industries.”</p> <p><i>Before coming to this class, read:</i> (1) Friedman, pp. 403-474; (2) Tapscott, pp. 149-183 (especially pages 160-167); and, (3) Sarah E. Needleman, “Young Job Candidates Find Too-Causal Tone of Textspeak Turns Off Hiring Managers,” <i>The Wall Street Journal</i>, July 29, 2008, pp. D1 and D4.</p> <p>and</p> <p><u>The Business of the Internet:</u></p> <ol style="list-style-type: none"> A. Economics as a Communication or Rhetorical System. B. eBay as a Symbolic Prototype of Digital Capitalism. C. Transformations in Advertising. <p><i>Before coming to this class, read:</i> Tapscott, pp. 185-217 (especially p. 217).</p> <p><i>Recommended readings,</i> especially for a convenient overview of major ideas in this class, see on the Blackboard for this class: (1) James W. Chesebro, “The Rhetoric of Economics: Exploring the Link Between Communication Technologies and Political Economies—eBay at a Symbolic Prototype of Digital Capitalism”; (2) Brad Stone and Matt Richtel “Silicon Valley Start-Ups Awash in Dollars, Again” (listed on Blackboard as “Internet Economics: Will the Dot.Com Bust Repeat Itself”); (3) James G. Webster, “The Audience,” <i>Journal of Broadcasting & Electronic Media</i>, 42 Spring 1998), 190-207; and, (4) Résumé Online and Guidelines for Maintaining Résumé in Joshua Condo, “An Online Toolbox Starts With a Polished Résumé,” <i>The New York Times</i>, April 2, 2009, p. B5.</p>

and
Convergence:

- A. iPhone Convergence Lust.
- B. Extending Convergence Beyond the Cellphone.
- C. Twitter—The Twitter-Social Network Convergence.
- D. Globalization: Linking the World into a World Market and the Implications of a Global Employment System.

Required Reading on the ICOM 101 Blackboard or in the Bracken Library electronic reserve system: (1) Kevin C. Tofel, “Souping Up a Cellphone for Maximum Multitasking,” *The New York Times*, April 3, 2008, p. C6; and (2) Susannah Fox, Kathryn Zichukh, and Aaron Smith, *Twitter and Status Updating, Fall 2009* (Washington, D.C.: Pew Internet & American Life Project, An Initiative of the Pew Research Center / 1615 L St, NW – Suite 700 / Washington, D.C. 20036 / www.pewinternet.org /, October 2009).

Week 8:
 Th 03-03

Unit 3:
The Digital World and Human Relations

Social Networking Sites as Interpersonal Communication:

- A. Social Networks: Size, Origin, Ownership, Focus, and Projected Growth of Social Networks.
- B. Case Study: Facebook Growth, Usage,
- C. Demographic Shifts in the Social Networks.
- D. Online Dating and Quality of the Friendships.
- E. Case Study: eHarmony.
- F. To What Degree Are the Social Networks Interpersonal? Defining Interpersonal Communication and Assessing the Interpersonal Quality of Social Networks.
- G. Using Parasocial Interactions as an Analogy for Social Networking.
- H. How the Internet Is Changing Standards for Defining and Evaluating Interpersonal Communication.
- I. Why Do People Become Members of Social Networks?
 - (1) Parasocial Explanation.
 - (2) Telepresence Explanation.

Required Reading: (1) Cantoni & Tardini, pp. 151-188; (2) “Interpersonal Communication and the Internet”; (3) “Online Dating as a Financial and Interpersonal System”; (4) “Match Making Online: eHarmony and Comparison Married Couples Compared May 2004”; and, (5) “Matching Making Online: An Assessment of eHarmony Algorithm.”

Readings Especially Useful for Your Critical Essay: (1) Patti M. Valkenburg and Jochen Peter, “Social Consequences of the Internet for Adolescents: A Decade of Research,” *Current Directions in Psychological Science: A Journal of the American Psychological Society*, 18 (2009), Number 1, pp. 1-5 (Bracken electronic reserve); (2) David DiSalvo, “Are Social Networks Messing with Your Head?” *Scientific American Mind*, 20 (January/February 2010), Number 7, pages 48-55; (3) Katie Hafner, “To Deal with Obsession, Some Defriend Facebook,” *The New York Times*, December 21, 2009, p. A14; and, (4) Roger Hobbs, “Instant Message, Instant Girlfriend,” *The New York Times*, May 25, 2008, p. 6ST.

Recommended Readings: (1) Mary Madden and Amanda Lenhart, “Online Dating” (Washington, DC: Pew Internet & American Life Project, March 5, 2006); (2) Jeffrey Boase, John B. Horrigan, Barry Wellman, and Lee Rainie, *The Strength of Internet Ties: The Internet and Email Aid Users in Maintaining their Social Networks and Provide Pathways to Help People Face Big Decisions*

	<p>(Washington, D.C.: Pew Internet & American Life Project, January 25, 2006); (3) Paul Taylor, Cary Funk, Peyton Craighill, and Courtney Kennedy, <i>Families Drawn Together by Communication Revolution</i> (PewResearch Center, http://pewresearch.org, February 21, 2006); (4) Tom Zeller Jr., "MySpace Is Unprofessional, but That's the Point," <i>The New York Times</i>, April 17, 2006, p. C; and, (5) Saul Hansell, "Making Friends Was Easy. Big Profit Is Tougher," <i>The New York Times</i>, April 23, 2006, Section 3, pp. 1BU and 8BU; (5) Pam Belluck, "Young People's Web Postings Worry Summer Camp Directors," <i>The New York Times</i>, June 22, 2006, page A16; (6) Thomas Crampton, "Les Blogs Herald France's Newest Inalienable Right," <i>The New York Times</i>, July 30, 2006, page 12YT; (7) Randall Stross, "All the Internet's a Stage. Why Don't C.E.O.'s Use It?" <i>The New York Times</i>, July 30, 2006, page 3BU; (8) Melena Ryzik, "It Is Over? Log on and See," <i>The New York Times</i>, September 3, 2006; (9) Alan Finder, "Online Remark Can Now Sink Job Candidates," <i>The New York Times</i>, June 11, 2006, pp. 1YT and 24YT; and, (10) Brad Stone, "Social Networking's Next Phase," <i>The New York Times</i>, March 3, 2007, pp. B1 and B9.</p>
<p>Week 9: T 03-08 and Th 03-10</p>	<p><u>Spring Break – No Classes</u></p>
<p>Week 10: T 03-15 and Th 03-17 and Week 11: T 03-22</p>	<p style="text-align: center;">Unit 3: The Digital World and Human Relations</p> <p><u>Communication Researchers Assess Social Networks as Interpersonal Sites: Conclusions from Research Reports.</u> <i>Recommended Reading:</i> Traci L. Anderson and Tara M. Emmers-Sommer, "Predictors of Relationship Satisfaction in Online Romantic Relationships," <i>Communication Studies</i>, 57 (June 2006), pp. 153-172.</p> <p>and</p> <p><u>Identity on Social Networks:</u> <i>Before coming to class, read:</i> Amanda Lenhart and Mary Madden, <i>Teens, Privacy & Online Social Networks: How Teens Manage Their Online Identities and Personal Information in the Age of MySpace</i> (Washington, D.C.: Pew Internet & American Life Project, April 18, 2007). <i>Recommended Readings:</i> (1) Mary Madden, Susannah Fox, Aaron Smith, and Jessica Vitak, <i>Digital Footprints: Online Identity Management and Search in the Age of Transparency</i> (Washington, D.C.: Pew Internet & American Life Project, April 18, 2007); and, (2) eMarketer, "Web Users Mixed About Personal Info," December 18, 2007, http://www.emarketer.com/Articles/Print.aspx?id+1005738&src=print_article_graybar ar...</p> <p>and</p> <p><u>Social Networks--Why Do People Become Members? Using Existing Theoretical Constructs:</u></p> <p style="padding-left: 20px;">A. The Parasocial Relationships Explanation.</p> <p style="padding-left: 20px;">B. The Telepresence Explanation.</p> <p>and</p> <p><u>Sex and Pornography on the Internet:</u></p> <p style="padding-left: 20px;">A. Self-Produced Child Pornography: <i>Before coming to class, read:</i> Jochen Peter and Patti M. Valkenburg, "Adolescents' Exposure to Sexually Explicit Internet Material and Sexual Satisfaction: a Longitudinal Study," <i>Human Communication Research</i>, 35 (April 2009), pp. 171-194. <i>Recommended Readings:</i> (1) Kurt Eichenwald, "Through His Webcam, a Boy Joins a Sordid Online World," <i>The New York Times</i>, December 19, 2005, on the iCOM 101 Blackboard as a "Document"; (2) Bryce Jorgensen, "Do You Know Where Your Kid Is?" <i>The Roanoke Times</i>, August 31, 2006, www.roanoke.com; (3) Matt Richtel, "MySpace.com Moves to Keep Sex Offenders Off of Its Site"; (4) The Associated Press, "700 Pedophile Suspects Identified as Global Ring Is Broken Up," <i>The New York Times</i>, June 19, 2007, p. A3; and (5) Jon Mooallem, "A Disciplined Business," <i>The New York Times Magazine</i>, April 29, 2007, Section 6, pp. 28-38.</p> <p style="padding-left: 20px;">B. Teens and Sexting: <i>Before coming to class, read:</i> Amanda Lenhart, <i>Teens and Sexting</i></p>

	(Washington, D.C.: Pew Internet & American Life Project, December 15, 2009), available at www.pewinternet.org .
Week 11: Th 03-24	Discuss Critical Essay. <i>Before this class, read:</i> (1) The description of the critical essay as well as the, (2) Samples of previously completed critical essays, available in the “Course Documents” section of the Blackboard for this course. This critical essay is due on Tuesday, April 19, 2011, at 2pm in class or arrive in Chesebro’s mail box at jwchesebro@bsu.edu by 2pm. In terms of this class, you need to do some preparation before coming to this class: (1) Pass through this course syllabus and determine the topic you want to explore in this critical issue; (2) Check some of the sample critical essays—available on the ICOM 101 Blackboard--completed by students in earlier semesters in this course; (3) Read some of the “recommended readings” on the syllabus related to the topic you think you want to explore; (4) Formulate a question you want to answer; (5) Be able to explain how the question deals with and reveals insight into the nature of human communication; and, (6) If possible, outline your ideas. Chesebro will provide feedback to those who have developed a question and/or outline for this paper.
Week 12: T 03-29	Unit 4: The Range, Flexibility, and Social Effects of the Internet
	Online Video: A. Uses and Functions. B. YouTube as a Political Instrument. <i>Before coming to this class, read:</i> (1) Mary Madden, <i>Online Video</i> (Washington, D.C.: Pew Internet & American Life Project, July 25, 2007) available online at: http://www.pewinternet.org ; and, (2) Kathleen Parker, “Too many YouTube questions beyond silly,” <i>The [Muncie, Indiana] Star Press</i> , July 27, 2007, page 5A. and Video Games: <i>Recommended Readings:</i> (1) Matthew S. Eastin and Robert P. Griffiths, “Beyond the Shooter Game: Examining Presence and Hostile Outcomes Among Male Game Players,” <i>Communication Research</i> , 33 (December 2006), pp. 448-466; and, (2) Seth Schiesel, “As Gaming Turns Social, Industry Shifts Strategies,” <i>The New York Times</i> , February 28, 2008, pp. B1 and B5. and Religion and the Internet: Spiritual Information Online and Cyberfaith. <i>Before coming to this class, read:</i> Stewart M. Hoover, Lynn Schofield, and Lee Rainie, <i>Faith Online</i> (Washington, D.C.: Pew Internet & American Life Project, April 7, 2004) available online at: http://www.pewinternet.org .
Th 03-31	On this day, you need to complete two tasks: (1) Review for Exam #2 in Class —The instructors provide an overview of the nature of the exam and sample review questions. This review includes a summary of critical and key elements in Friedman’s volume <i>The World Is Flat</i> and Cantoni and Tardini’s volume <i>Internet</i> . (2) Register to take the Exam #2 on InQsit --On the BSU Homepage, click on the “Current Student” section, then click on “My Courses,” and then click on “InQsit,” and register to take Exam #2 on Monday, April 4, 2011, <u>or</u> Tuesday, April 5, 2011, at any of the testing lab locations convention for you and at a time and on the day you register for through InQsit.
Week 13: T 04-05	Class does not meet in Ball Communication 216. Instead, take Exam #2 at one of the computer-based inQsit testing labs at the time you have registered for on Monday, April 4, 2011 <u>or</u> on Tuesday, April 5, 2011.
Th 04-07	No Class. Chesebro is attending the annual meeting of the Central States Communication Association in Milwaukee, Wisconsin.
Week 14:	Pragmatics of Human Communication—The Internet as a Coherent and Complete Societal

T 04-12	<p>System:</p> <ul style="list-style-type: none"> * Online Therapy: Interactions, Patterns, Pathologies, and Paradoxes. * Online Health Care Systems. * Online Legal Information. * Online Job Hunting. * Online House Hunting and Urban Planning. * Online Travel Market. * Social Networking for Crime Prevention. * Online Shopping. <p><i>Before coming to this class, read:</i> (1) Alina Tugend, “Job Hunting Is, and Isn’t What It Used to Be,” <i>The New York Times</i>, September 27, 2008, p. B7; (2) Stephanie Rosenbloom, “Status: Looking for Work on Facebook,” <i>The New York Times</i>, May 1, 2008, pp. E1 and E6; (3) Anne Eisenberg, “Lawyers Open Their File Cabinets for a Web Resource,” <i>The New York Times</i>, April 27, 2008; and, (4) Brad Stone, “Police Take the Fight Onto the Web,” <i>The New York Times</i>, March 8, 2009, p. BU3.</p> <p><i>Recommended Readings:</i> (1) John B. Horrigan, “Cities Online: Urban Development and the Internet,” Pew Internet & American Life Project at: http://www.pewinternet.org/pdfs/PIP_Cities_Online_Report.pdf; (2) Examine the options available in the housing tour at the TailorHousing website at: http://www.wenswonen.nl/?lang=en&gf=1&fv=9; and, (3) Examine the options available for careers and jobs at: www.CareerBuilding.com or www.Monster.com.</p>
Th 04-14	<p>No Class: Chesebro attends the annual meeting of the Eastern Communication Association in Arlington, Virginia.</p>
<p>Week 15: T 04-19</p>	<p>The Internet as an Information and Knowledge-Generating System:</p> <p><i>Required Reading for this week:</i> Cantoni & Tardini, pp. 123-149. and</p> <ul style="list-style-type: none"> * Television News and Internet Information. <i>Recommended Reading:</i> The Pew Research Center For The People & The Press, <i>Internet News Audience Highly Critical of News Organizations</i> (Washington, D.C.: The Pew Research Center, August 9, 2007) at: http://www.people-press.org. * User-Generated Content: Blogs as Personal, Professional Commentary, and Political. <i>Recommended Readings:</i> (1) Stephen A. Banning and Kaye D. Sweetser, “How Much Do They Think It Affects Them and Whom Do They Believe?: Comparing the Third-Person Effect and Credibility of Blogs and Traditional Media,” <i>Communication Quarterly</i>, 55 (November 2007), pp. 451-466; (2) Lee Gomes, “Employee Blogging: What’s the Purpose?” <i>The Wall Street Journal</i>, March 4, 2008, page B3; and, (3) Examine several of the blog sites (e.g., www.FreeRepublic.com and www.PowerlineBlog.com) attacking Dan Rather from September 8, 2004 for the next six months. * Accessing and Browsing Information and Communication. <i>Recommended Readings:</i> (1) Kate Greene, “Surprising Search Patterns,” <i>Technology Review</i>, 2006, http://www.technologyreview.com; (2) Saul Hansell, “Looking for a Gambit to Win at Google’s Game,” <i>The New York Times</i>, December 9, 2006; and, (3) Steven Johnson, “Digital Maoism,” <i>The New York Times Magazine</i>, December 10, 2006, p. 42 (As a recommended reading, you may also wish to read the original statement by Jaron Lanier in <i>Edge</i> at http://www.edge.org/3rd_culture/lanier06/lanier06_index.html). * Online and Web-Assisted Education. <i>Recommended Readings:</i> (1) Pamela J. Benoit, William J. Benoit, Jeffrey Milyo, and Glenn J. Hansen, <i>The Effects of Traditional vs. Web-Assisted Instruction on Student Learning and Satisfaction</i> (Columbia, MO: The Graduate School of the University of Missouri, August 2006); (2) Joseph Berger, “Classroom of the Future Is Virtually Everywhere,” <i>The New York Times</i>, October 31, 2007, p. A22; (3) Sam Dillon, “Online Schooling Grows, Setting Off a Debate,” <i>The New York Times</i>, February 1, 2008, pp. A1 and A13—also, see: John Watson and Jennifer Ryan, <i>Keeping Pace with K-12 Online Learning: A Review of State-Level</i>

	<p><i>Policy and Practice</i> (Cleveland, OH: Evergreen Consulting Associates, October 2006); (4) Marian L. Houser, Renee L. Cowan, and Daniel A. West, "Investigating a New Education Frontier: Instructor Communication Behavior in CD-ROM Texts—Do Traditionally Positive Behaviors Translate into This New Environment?" <i>Communication Quarterly</i>, 55 (February 2007), pp. 19-38; (5) Joseph P. Mazer, Richard E. Murphy, and Cheri J. Simonds, "I'll See You on 'Facebook': The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate," <i>Communication Education</i>, 56 (January 2007), pp. 1-17; and, (6) C. Erik Timmerman and Kristine A. Kruepke, "Computer-Assisted Instruction, Media Richness, and College Student Performance," <i>Communication Education</i>, 55 (January 2006), pp. 73-104.</p> <p>* Education, Multiliteracies, and the Digital Divide. <u>Before coming to this class, read:</u> Friedman, pp. 477-604.</p> <p>* Knowledge as Technology Dependent: A Comparison of the <i>Encyclopaedia Britannica</i> and <i>Wikipedia</i>. <u>Recommended Reading:</u> G. Pascal Zachary, "Is the Key to Creativity in Your Pillbox, or in Your PC?" <i>The New York Times</i>, March 18, 2007, page BU3.</p>
<p>Week 15: T 04-19</p>	<p>Critical Essay Is Due: The "Critical Essay" is due on Tuesday, April 19, 2011, at 2:00pm in person in class or arrive in Chesebro's email account, jwchesebro@bsu.edu, at 2:00pm. Class meets today in its regular location and its regular times.</p>
<p>Week 15: Th 04-21</p>	<p>Politics in a Digital Age, Politics and the Internet:</p> <ul style="list-style-type: none"> A. Use of Government Websites. B. Political Campaigns and the Internet—From the First to the Present. C. Using the Internet During a "Crisis" such as September 11, 2001 Terrorist Attack or Katrina. D. Fear of Terrorist Cyber-Attack.
<p>Week 16: T 04-26 and Th 04-28</p>	<p>Politics in a Digital Age, Politics and the Internet:</p> <ul style="list-style-type: none"> E. Government Control of the Internet—The Case of China. F. Corporations and the Internet. G. Radical Politics and the Internet. I. Tracking Technology, Privacy, Consumers, and Surveillance. <p><u>Before coming to this class this week, read:</u> (1) Friedman, pp. 607-635; (2) Cantoni & Tardini, pp. 189-191; (3) Tapscott, pp. 243-288 (especially the table on page 248, guidelines on p. 268, pp. 284-286); (4) Howard W. French, "Great Firewall of China Faces Online Rebels," <i>The New York Times</i>, February 4, 2008, pp. A1 and A6; (5) Howard W. French, "A Party Girl Leads China's Online Revolution," <i>The New York Times</i>, November 24, 2005, pp. A1 and A12; (6) Howard W. French, "As Chinese Students Go Online, Little Sister Is Watching," <i>The New York Times</i>, May 9, 2006, p. A3; (7) Howard W. French, "Online Throngs Impose a Stern Morality in China," <i>The New York Times</i>, June 3, 2006, pp. A1 and A7; (8) Nicholas D. Kristof, "In China It's ***** vs. Netizens," <i>The New York Times</i>, June 20, 2006, p. A21; and, (9) Howard W. French, "Chinese Discuss Plan to Tighten Restrictions on Cyberspace," <i>The New York Times</i>, July 4, 2006, p. A3; (10) Christopher Mason, "Web Tool Said to Offer Way to Past the Government Censor," <i>The New York Times</i>, November 27, 2006, p. C3; (11) Stephanie Rosenbloom, "I Spy; Doesn't Everyone?" <i>The New York Times</i>, September 7, 2006, pp. E1 and E2; and, (12) Keith Bradsher, "Keeping an Eye on China's Security," <i>The New York Times</i>, January 31, 2008, pp. C1 and C13.</p> <p><u>Recommended Reading:</u> Andrew Chadwick, <i>Internet Politics: States, Citizens, and New Communication Technologies</i> (New York: Oxford University Press, 2006).</p> <p><u>The Future of the Internet and Web Reconsidered—Back to the Future but This Time with Tim Berners-Lee</u></p> <p><u>Before coming to this class this week, read:</u> Tim Berners-Lee, "Long Live the Web," <i>Scientific American</i>, 303 (December 2010), No. 6, pp. 80-85. <u>Strongly Recommended:</u> Tim Berners-Lee, Wendy Hall, James A. Hendler, Kieron O'Hara, Nigel Shadbolt, and Daniel J. Weitzner, "A Framework for Web Science," <i>Foundations and Trends in Web Science</i>, 1 (2006), No. 1, pp. 1-130.</p>

	<p><u>On December 9, Exam #3 Is Considered:</u> (1) Review for Exam #3 in Class—The instructors provides an overview of the nature of the exam and sample review questions. This review includes a summary of critical and key elements in Friedman’s volume <i>The World Is Flat</i> and Cantoni and Tardini’s volume <i>Internet</i>. (2) Register to take the Exam #3 on InQsit--On the BSU Homepage, click on the “Student” section, then click on “My Courses,” and then click on “InQsit,” and register to take Exam #3 anytime from Friday, April 29, 2011, through Thursday, May 5, 2011, at any of the testing lab locations convention for and at a time and on the day you register for through InQsit.</p>
<p>Week 17: W 05-04</p>	<p><u>Final Examination.</u> The University has scheduled a final exam for this course. We will use this examination period for Exam #3. Exam #3 will be similar in form to Exams #1 and #2, and it focuses on course materials considered only since Exam #2. Exam #3 is officially scheduled for Wednesday, May 4, 2011, from 2:15pm to 4:15pm. However, Exam #3 can be taken on any day from Friday, April 29, 2011, through Thursday, May 5, 2011, at any one of the InQsit testing lab locations. You must register with InQsit at least a week before final exam week begins.</p>

Vita of James W. Chesebro

Current Position Since the Fall of 2005, Dr. James W. Chesebro has been Distinguished Professor of Telecommunications and Director of the Master of Arts (Digital Storytelling) in the Department of Telecommunication at Ball State University.

Contact Information James W. Chesebro, Ph.D. / Distinguished Professor of Telecommunications / 214 David Letterman Communication and Media Building / Department of Telecommunications / Ball State University / 2000 West University Avenue / Muncie, IN 47306-0540 / Office Telephone: 765.285.1491 / Email: jwchesebro@bsu.edu / Webpage: www.jameswchesebro.com.

Previous Educational Institutions Dr. Chesebro received his Ph.D. from the University of Minnesota in 1972. He has taught at Indiana State University, North Dakota State University, Ball State University (as a Visiting Professor in the Department of Communication Studies from Fall 2002 through Spring 2004), George Mason University, Queens College of the City University of New York, University of Puerto Rico, Temple University, University of Minnesota, and Concordia College.

Specialization Dr. Chesebro has specialized in the study of communication technologies as symbolic and cognitive systems. Since 1966, he has maintained a sustained focus on dramaturgic analysis of television. In 1989, he published *Computer-Mediated Communication: Human Relationships in a Computerized World*, and since that time, he has also maintained a specialized focus on the social meanings and social consequences of computer-human communication. Subsequently, this orientation has been extended to the study and comparison of all major kinds of media technologies.

Professional Service Dr. Chesebro was the 2004-2006 Editor of the National Communication Association (NCA) online journal *Review of Communication*. From 1999 through 2001, Dr. Chesebro served as Editor of the NCA journal *Critical Studies in Mass Communication*. In 1996, Dr. Chesebro served as President of NCA and has served on the NCA Administrative Committee and Legislative Council for sixteen years. From 1989 through 1992, he was the Director of Education Services in the National Office of NCA in Annandale, Virginia. From 1986 through 1988, he chaired NCA's Publications Board. He was the Editor of *Communication Quarterly* from 1985 through 1987 and President of the Eastern Communication Association in 1982-1983.

Books Dr. Chesebro has published several books, including *A Century of Transformation: Studies in Honor of the 100th Anniversary of the Eastern Communication Association* (editor), *Analyzing Media: Communication Technologies as Symbolic and Cognitive Systems*, *Extensions of the Burkeian System*, *Computer-Mediated Communication*, *Public Policy Decision-Making*, *Orientations to Public Communication*, and coedited the third edition of *Methods of Rhetorical Criticism*.

Articles He has published over 100 articles in communication journals such as the *Quarterly Journal of Speech*, *Critical Studies in Mass Communication*, *Communication Monographs*, *Communication Education*, and *Text and Performance Quarterly* as well as the *Journal of Popular Culture* and the computer science journal Intel's *Innovator*.

Research Productivity Dr. Chesebro is ranked as one of the most "active scholars," "in the top 1%" of the "most prolific scholars" in the discipline of communication, with a specific ranking of 40th of the 15,228 authors listed in the *Index to Journals in Communication*.

Awards In 1985, Dr. Chesebro received NCA's "Golden Anniversary Award" for the outstanding monograph of the year. In 1997, he received the NCA's "Samuel L. Becker Distinguished Service Award" and its "Robert J. Kibler Memorial Award" for "demonstrated dedication to excellence, commitment to the profession, concern for others, visions of what could be, acceptance of diversity, and forthrightness" in 2001. The Eastern Communication Association presented him with its "Distinguished Service Award" in 1989, its "Everett Lee Hunt Scholarship Award" in 1989 and again in 1997, identified him one its "Distinguished Research Fellows" in 1996, "Distinguished Teaching Fellows" in 1998, and its Donald H. Ecroyd and Caroline Drummond Ecroyd Teaching Excellence Award" in May 2008. In 1993, he received the National Kenneth Burke Society's Distinguished Service Award and its National Kenneth Burke Society's "Life-Time Achievement Award" 1999. At Indiana State University, he received the President's Medal for "exemplary performance as a faculty member" in 1999 and was identified as the 2001 Distinguished Professor of the College of Arts and Sciences. At Ball State University, he received the College of Communication, Information, and Media "Researcher of the Year" award in Spring 2008. In 2009, Dr. Chesebro received the "Scholar Award" from Duquesne University for "communication excellence in ethics education" as well as the "Centennial Scholar of Communication," "Centennial Scholar Applied Communication," and the "Centennial Scholar Voices of Diversity" by the Eastern Communication Association. At the 2009 NCA convention, Dr. Chesebro was awarded the Donald H. Ecroyd and Caroline Drummond Ecroyd Award for Outstanding Teaching in Higher Education.

ICOM 101
“The Digital World”
Information Sheet

Spring 2011

SPECIAL NOTE: Complete this information sheet and turn it in on the first day you are in class.

Name (please print clearly): _____
(Print your **last name first**, insert a comma, then print your first name)

Student identification number: 000-_____

Roughly how many college credit hours have you previously completed: _____

Your Email Address (print very clearly): _____

Your Complete Local Mailing Address with Zip Code:

Your Local Telephone Number with Area Code: _____

Your major: _____

Your adviser’s name: _____

Why are you taking this course? While you can outline your reasons, please give all relevant reasons.

Optional: On the reverse side of this page, please provide any other information or reactions that you think would be appropriate for the instructor to be aware of at the outset of this course. Your responses here will be held in the strictest of confidence.