

iCOM 201, Section 2, CRN: 47905

Web Page Design and Usability Analysis

Tuesday and Thursday, 11:00am to 12:15pm
in Room 216 of the Ball Communication Building
Spring 2011 - January 11, 2011, to April 28, 2011
Final Exam: Friday, May 6, 2011, 9:45am to 11:45am in 216 BC

Instructor

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Course Rationale

Media, and other forms of technology, have altered individuals and cultures and consequently the ways we produce and receive persuasive communication. Because in today's world the media serve as intermediaries in the communication process, coming between audiences and persuaders and affecting the information that passes between the two, we can be said to live in a mediated world.

--Timothy A. Borchers, *Persuasion in the Media Age*, 2002

The mediated world we live in is also a digital world. Students wishing to become critical consumers and skilled producers of digital media content need a strong foundational understanding of mediated communication and firm grasp of the implications of the "digital revolution" for the design, delivery, interpretation, use, and consequences of mediated messages in social, organizational, political and cultural contexts. To function effectively in this digital world, you need to:

- Know what digital messages and your own digital projects are really communicating and why. In this sense, this course is best if taken after one or more "hands on" courses in the minor.

- Possess the concepts and understanding necessary to be able to critique and design persuasive digital messages.
- Understand the process and functions of persuasion—how content of communication technologies and how the techniques used to convey content can alter attitudes, beliefs, or behavior--in the context of digital interactive media.

Course Description and Objectives

iCOM 201 is a conceptual introduction to the critique and design of persuasive digital messages. The focus of the course is the process of persuasion in the context of digital interactive media (e.g., the Internet, World Wide Web, interactive CD-ROMs and DVDs, computer-mediated communication, and other digital “persuasive technologies”).

Upon completion of this course you should be able to:

- Identify and analyze different audiences, forms and contexts of digital communication;
- Demonstrate an understanding of the elements of persuasive communication;
- Understand variables shaping successful communication such as language, audience, culture, and motivational appeals;
- Develop strategies to design successful visual, oral, auditory and written persuasive communication in digital media;
- Understand how digital persuasion operates in and influences social institutions and society.

Required Texts and Materials

1. B. J. Fogg, *Persuasive Technology: Using Computers to Change What We Think and Do* (San Francisco, CA: Morgan Kaufmann Publishers / An Imprint of Elsevier Science, 2003). ISBN 1-55860-643-2.
2. Jakob Nielsen and Hoa Loranger, *Prioritizing Web Usability* (Berkeley, CA: New Riders / An Imprint of Peachpit, 2006), ISBN 0-321-35031-6.
3. Tom Tullis and Bill Albert, *Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics* (Boston, MA: Elsevier / Morgan Kaufmann Publishers, 2008), ISBN 13: 978-0-12-373558-4.
4. Specific readings assigned to supplement particular units in the course syllabus.

Recommended Texts and Materials

1. John Levine and Margaret Levine Young, *The Internet for Dummies* (12th ed.) (Hoboken, NJ: Wiley Publishing, Inc., 2009). ISBN-13: 978-0-7645-8996-6. If you have never created a Web page, for essential background, you should read: Chapter 17, “Setting Up a Web Site” (pp. 291-316). It provides an extremely convenient overview of the procedures involved in creating a Web page. A paperback version of this volume is available on January 18, 2010 for \$16.49 (www.amazon.com price).

2. Emily Vander Veer, Doug Lowe, Eric Ray, Deborah Ray, Damon Dean, Camille McCue, Emily Weadock, Joyce Nielsen, Mariva Aviram, Stephen Lockwood, and Madhu Siddalingaish, *Creating Web Pages All-in-One Desk Reference for Dummies* (2nd ed.) (Hoboken, NJ: Wiley Publishing, Inc., 2004). ISBN: 0-7645-4345-8. Minibook 1, *Web Page Basics* (pp. 9-116), of this larger book introduces you to the Web, helps you decide what kind of Web site you want to focus on creating, and outlines the steps you need to take to go from your idea to a live Web site. Minibooks 2 through 9 provide guides for creating a Web page in HTML, FrontPage 2003, Dreamweaver, Multimedia, JavaScript, Flash, E-commerce, and XML. If you have never created a Web page, for details regarding the specific procedures involved, you should read minibook 1 (pp. 9-116) of this larger book.

Grading and Activities

Evaluation methods in the course will include exams, writing exercises, and presentations. You must complete ALL assignments satisfactorily in order to receive a passing grade in this course. The +/- grading system is used. Detailed assignment descriptions and evaluation criteria will be provided in class in advance of assignment due dates.

Each assignment contributes to your final grade as follows:

Assignment	Points
Four homework assignments and four oral presentations to the class of your findings in each homework assignment paper (4 homework assignments @ 50 points each)	200
Major Project – Oral presentation regarding the goal, conception, design and method*	100
Major Project—Eye tracking test of the Web Page designed by your group.*	100
Major Project – Oral presentation regarding the web page demonstration and critical Analysis and assessment*	200
Midterm Examination	200
Final Examination	200
	Total 1,000

Point Scale:

920-1,000	A	730-759	C
900- 919	A-	700-729	C-
860- 899	B+	660-699	D+
830- 859	B	630-659	D
800- 829	B-	600-629	D-
760- 799	C+	Below 600	F

Policies and Guidelines

Collaborative Learning. Learning will not be a solitary task in this course. You will be responsible for your own success in the course and for the success of others. Others, in turn, will be responsible for your success as well. You will be assigned to a workgroup for purposes of mutual support, in-class exercises and team-based assignments. You will find it necessary to schedule meetings with your workgroup outside of scheduled class meetings. Please note that the University presumes 2 hours outside of class for each credit hour; you should expect to spend a minimum of 6 hours a week outside of class working on class readings and assignments.

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 cases your workgroup is responsible for bringing you up to date.

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.

You are expected to arrive at class in sufficient time so that you are prepared to work when class is scheduled to begin. Late arrival is particularly disruptive because of the emphasis on workgroup activities. Allow for weather, traffic and parking conditions when planning your commute.

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. No extra credit opportunities will be provided.

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 The Department of Telecommunications seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor. In order to establish the existence of a disability and/or request reasonable accommodation for this class, you should contact the Center for Disabled Student Development. This information is available in alternative format with prior notification.

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*, 5th edition. The instructor may request that some assignments be provided in an electronic format.

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.

Assignments

Homework Assignments You will complete four homework assignments. These vary in form but typically consist of a short (3 page) reflective essay in which you apply one or more concepts from the course to a question posed by the instructor.

Exams A midterm and final exam will test your mastery of course material. Each exam will present a mix of multiple choice, true-false, and matching questions. There will be no short answer or essay questions on the exams in the course. All content from readings, lectures, discussions, assigned Web resources, and in-class discusses and exercises are potentially subject to examination. Exams are not cumulative in a formal sense in that no questions will be asked that focus solely on material covered in a previous exam. However, familiarity with prior course content may be presumed for some questions in each exam. Completed exams remain the property of the instructor.

Major Project Working with a group of other students in this course, the major project required in this course is to design, create, analyze, and evaluate a Web page intended to persuade a target audience in a predetermined end in terms of changing the attitudes, beliefs, and/or behavior of the designed target audience. The content of the Web page and the target audience are both a choice and decision of the group itself. For some groups, a political orientation might be selected, such as designing a “Hillary Clinton for President” Web page for 18 to 34 year old women. For another group, a strong societal and moral orientation can govern the group resulting in a “Vote in 2006” campaign designed for younger

voters. For yet another group, this assignment provides an opportunity to add a media production to their interview portfolio to be used for a potential job in a specific media industry. Hence, some groups might want to design a Web page to promote a music or film celebrity and a specific video or film for middle-aged media consumers. Others might consider designing a Web page to promote a video game or a specific massively multiplayer online role-playing game Web site designed for 11 to 14 years old girls.

Specifically, your project should contain eight major parts or components.

These eight parts should include:

1. Identify the Web Page Conception, Design, Goal, or Objective: This Web page should be the original and inventive creation of your group. Of the various and possible objectives and reasons for creating a Web page, the group should select practical and reasonable objectives that it can achieve with a Web page in terms of changing and shifting the attitudes, beliefs, and/or behaviors of a specific audience. Certainly, some Web sites are designed to directly change attitudes, beliefs, and behaviors. In other cases, the Web site may not be designed to actually create a shift in attitude, belief, or behavior, but it is a merely vehicle or means employed to encourage and direct users to another medium that is designed to create a direct change in attitude, belief, or behavior. While a wide range of possible points of departure are possible, you might begin your efforts with a storyboard. A storyboard is a large board on which a series of sketches of shots or scenes are arranged in sequence for outlining the action of the web page. In terms of identifying the goal, purpose, or objective of a Web page, a storyboard provides an operational definition of where the Web page starts and where you want the Web page to end. This end point tells you what the end or final objective of the Web page is. In this regard, a group can also use a power point presentation for this project. For an example of how another group completed this major project, see "One Vote Counts," a document that follows this description.

2. Significance and Uniqueness of the Web Page as a Communication Technology: In terms of communication standards (e.g., the potential size of the audience reached, the unusual content of the web page, strategic decisions of the web page, etc.), identify the significance of the web page as persuasive communication. In this regard, this statement of the significance of the Web page should also pay attention to the comparative communication technological issues involved. In other words, the group's analysis should include an explanation of why a digital technology is particularly desirable and pragmatic, if not more useful, than other technological choices (such as face-to-face, written or printed, or broadcast technologies).

3. Select and Characterize A Target Audience: Identity a target audience that your Web page is intended to persuade. Your group may select any target audience it wishes. However, before the group's first presentation, the group should define its target audience's specific demographic characteristics as well as its known and relevant attitudes, beliefs, and behaviors. The analysis involved here typically falls under the head of "audience analysis" or "market analysis." Various schemes exist for identifying target audiences and understanding the attitudes, beliefs, and existing and future behaviors of target audiences. In all, as part of your group's formal deliberation and as part of its presentations, your group should identify the target audience for your web page, why you think members of this target audience are likely to seek out your web page, and how you think members of this target audience are likely to take advantage of your web page. Reasons and evidence for your claims

here are specially critical and essential.

4. Identify the Primary Strategy Governing the Web Page: Identify the primary strategy (e.g., competition, compromise, self-defense, concession, confrontation, avoidance/silence, collaboration, or accommodation) linking or integrating all of the variables on the web page and explain why this strategy is appropriate for the content and potential audience of the web page.

5. Identify and Justify the Specific Persuasive Tactical Decisions Made on the Web Page: Identify the specific production choices (e.g., verbal, color, music, design, font choice, etc.) and why each is expected to have persuasive appeal with the target audience. In terms of the purpose for the Web page and its intended target audience, the group should design and create a persuasive Web page that satisfies the persuasive requirements of Web page as a digital technology, in terms of its verbal or linguistic ideas and concepts, and in terms of its nonverbal ideas and concepts. This “Web page” can be either a power point or HTML (or its equivalent) presentation. As a point of departure, see two documents (“HTML Defined” and “HTML 10 Minute Guide to Getting Started”).

6. Estimate explicitly how users will visually react to the home and interior pages of the Web Page created by the group and accurately estimate the degree of which users focus on the most important elements of the Web Page. Before users are exposed to the group’s completed Web Page, the group needs to determine which areas of the home and interior pages are most important if the Web Page is to be effective. An eye tracking experiment will be conducted on each group Web Page to actually determine the degree to which the group has successfully anticipated where users will focus their visual attention.

7. Convergence: Identify the supporting web page links that support the concept and design of this web page. From a larger perspective, what “social reality,” way of thinking, or cultural lifestyle does this web page represent and contribute to. You have reasons and evidence for believing that a relationship should/could exist between your web page and another set of web pages.

8. Assessment and Societal Effects: Suggest reasons and evidence why the Web page will do what it is intended to do with its target audience, and then provide reasons and evidence why your group believes this Web page makes a reasonable contribution to society.

In all cases, remember a key slogan of this major project: **A Superior and Above Average Group Project Presentation Will Use Strong Reasons and Good Evidence for Its Claims!!!**

Each group will make two oral and visual presentations in front of the class. Additionally, using eye tracking technology, each group will have the effectiveness of the visual impact of its Web Page assessed. These eye tracking assessments are currently scheduled to be completed in the Center for Media Design at specific dates and times specified in the “Master Schedule.”

The first presentation will occur half way through the semester. At midterm, in a 30 minute presentation, each group will deal with the first four parts of the project listed immediately above. Reasons and evidence should be provided for all major claims and issues involved in the group’s choices. Each member of the group should contribute orally to the group presentation and provide a substantive and significant portion of the group presentation.

The second presentation will occur at the end of the semester. At the end of the semester, in a 30 minute presentation, each group will: (A) Provide a *brief* review of the persuasive concept guiding the construction of its Web page, its significance, the target audience for whom the Web page is designed, and an analysis of the primary strategy guiding and controlling the persuasive design and intent of the Web page; and, (B) Address parts 5, 6, 7, and 8 of the project listed immediately above. In other words, the major portion of this presentation should be devoted to demonstrating how the Web page functions (how specific production choices involving verbal, color, music, design, font choices, etc. should be persuasive to the target audience), identifying the “world view” or “life style” that the Web page partakes of (convergence or the links on the Web page), and assesses the effectiveness of the Web page in terms of its target audience as well as society.

An example of a major project, “One Vote Counts,” completed for this course during an earlier semester, is provided in the iCOM 201 blackboard under the “Assignment” category.

Master Schedule

ICOM 201 Web Page Design and Usability Analysis

Week and Day	Topics and Assignments
<i>Week 1:</i> T 01-11	Introduction to the Course —Review the course syllabus; and, complete and turn in the “Course Information Sheet.”
Th 01-13	<p>Definitional Context--Mediated Communication and Digital Messages: A Channel-Centered Approach to Communication; Characteristics of Mediated Communication; and Focal Points of This Course.</p> <ul style="list-style-type: none"> • Glossaries of Internet Terms. • Histories of the World Wide Web. • Essential Concepts and Definitions Used throughout the Course. • The History of Communication Technologies: Orality, Literacy, Telecommunications, and Digital Technologies. <p><i>Before coming to this class:</i> (1) Carefully read through the entire syllabus for this course; you are responsible for all information provided in this syllabus even if it is not covered orally in class; (2) Read Chesebro and Bertelsen, Chapter 1, “A History of Human Communication,” pp. 3-29 of <i>Analyzing Media</i>*; and (3) Read Chesebro’s handouts “Essential Concepts and Definitions Used throughout this Course,” available on the iCOM 201 Blackboard.</p> <p>*Item with an asterisk is available through the Electronic Reserve of Bracken Library.</p>
<i>Week 2:</i> T 01-18	Three Approaches to Persuasion, #1: B. J. Fogg’s <i>Persuasive Technology: Using Computers to Change What We Think and Do</i>. Before coming to this class: Read Fogg, pp. ix -145.
Th 01-20	Major Project Team Meetings: You are meeting with the other team members who will be completing the group project with you. You need to secure contact information about everyone in the group, select a content area for your website, determine the persuasive intent of the website, do a rough design of the home and interior pages of the website, and be sure that everyone has a strong sense of what he or she is to do in terms of the content and design of each page of the website. Before your group finishes, be sure that everyone also has a reading assignment. The person primarily responsible for the design of the website should read Nielsen and Loranger analysis in Chapter 6 of “Navigation and Information Architecture” and Chapter 10, “Presenting Page Elements.” Whoever is working on graphics, should be reading Nielsen and Loranger’s chapter on typography (pp. 213-249). Whoever is writing copy should read Nielsen and Loranger’s Chapters 8 and 9 on “Writing for the Web” and “Providing Good Product Information.” And, finally, everyone in the group should read Chapter 11 of Nielsen and Loranger which focuses on “Balancing Technology with People’s Needs.”
<i>Week 3:</i> T 01-25	Three Approaches to Persuasion, #2: Jakob Nielsen and Hoa Loranger, <i>Prioritizing Web Usability</i>. <i>Before coming to this class,</i> read Nielsen and Loranger’s <i>Prioritizing Web Usability</i> , pp. xv-56.
Th 01-27	Homework Paper #1: Before writing this paper, read the following items: Fogg, “Introduction” (pp. 1-13) and Chapter 1-3; Sparks, Chapter 8, “Persuasive Effects of the Media,” pp. 127-150*; Cialdini, “The Science of Persuasion,” pp. 70-77*; Metzger and Flanagin, “Audience Orientations Toward New Media,” pp. 338-351*; and, Eveland and Dunwoody, “User Control and Structural Isomorphism or Disorientation and Cognitive Load? Learning From the Web Versus Print,” pp. 48-78*. Homework Paper #1 Due at the

	<p>Beginning of this Class Period: “Given the diverse ways in which persuasion has been defined: (1) What critical reactions do you have to Fogg’s conception of <i>persuasive</i> technology in the “Introduction” and Chapter 1 of his book? (2) What are some of the problems involved in using traditional persuasion theory to explain the effects of Internet web sites? and (3) Can a meaningful distinction be made between the concepts of <i>persuasive content</i> and <i>persuasive form</i> in terms of explaining Web page effectiveness and outcomes? Samples of this paper from previous classes are available in the “Assignments” section of the Blackboard for this course. Come to class prepared to present your paper orally either reading it exactly as written or to more informally talk through a summary of the major ideas and reasons/evidence for your claims. *Items with an asterisk are available through the Electronic Reserve of Bracken Library.</p>
<p>Week 4: T 02-01</p>	<p>Three Approaches to Persuasion, #3: Tom Tullis and Bill Albert, <i>Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics</i>. <u>Before coming to this class</u>, read Tullis and Albert, pp. xv-121.</p>
<p>Th 02-04</p>	<p>Models Merging Technology and Persuasion: Narrative approaches; Wolf’s interactivity model; and An Integrated Model of Persuasion for Digital Communication with specific attention given to defining a strategy and providing a framework for examining eight major communication strategies employ to manage conflict. and Preview of the Eye Tracking Demonstration: Applied Eye Tracking Research for Web Usability. <u>Before coming to this class, read:</u> “Convergence Analysis: Applied Implications” (a course document on the electronic blackboard for this course).</p>
<p>Week 5: T 02-08</p>	<p>Eye Tracking Demonstration. Class does not meeting in room 263 David Letterman Communication and Media Building. Go directly to the Center for Media Design in 214 Ball Communication Building for this class. <u>Before coming to this class</u>, read: Tullis and Albert, pp. 123-189.</p>
<p>Th 02-10</p>	<p>Case Studies in Internet Persuasion: Political Blogs and the Case of Dan Rather, Blogs, and Webpage Design Techniques as Persuasive Strategies Affecting Attitudes, Beliefs, and Behaviors. <u>Before coming to this class, read:</u> Pamela J. Benoit and William L. Benoit, “Criteria for Evaluating Political Campaign Webpages,” <i>Southern Communication Journal</i>, 70 (Spring 2005), pp. 230-247.* The discussion of “Political Blogs and the Case of Dan Rather,” focuses on the first time blogs were clearly used for political ends. Specifically, employing a Google search, examine some of the blogs that discussed Dan Rather’s September 8, 2004 analysis on <i>60 Minutes</i> of George W. Bush’s military record. Following this September 8, 2004 broadcast date, you might also want to check the Web sites that are most frequently said to have unseated Rather: www.FreeRepublic.com; www.PowerlineBlog.com; www.DrudgeReport.com; www.RatherBiased.com; and www.WizBangBlog.com. <u>In your Homework Paper #2</u>, consider one or more of the following questions: What were the persuasive objectives of these Web pages? Is there one primary strategy governing all of these pages? What tactics were used on the various pages? Did these Web pages achieve their purposes with the target audience? Were the efforts Web pages beneficial to society? *Item with an asterisk is available through the Electronic Reserve of Bracken Library.</p>
<p>Week 6: T 02-15</p>	<p>Homework Paper #2 is due at the beginning of this class period. In this paper, you select the webpage of your choice that you think makes a particularly strong effort at political persuasion. Identify the strategies of this webpage—describe the strategies (you might want to Be prepared to read and discuss your paper in class. For this assignment, some</p>

	students have previously examined the case study, “Political Blogs and the Case of Dan Rather.” Samples of this paper from previous classes are available in the “Assignments” section of the Blackboard for this course. Come to class prepared to present your paper orally either reading it exactly as written or to more informally talk through a summary of the major ideas and reasons/evidence for your claims.
Th 02-17	Audience Analysis: Recovering the Audience—Traditional Demographics and Its Limits. and Audience Analysis: New Techniques for Audience Analysis. <i>Before coming to this class, read:</i> Nielsen and Loranger, pp. 56-134 . Recommended Readings: (1) Ann Hulbert, “Beyond the Pleasure Principle,” <i>The New York Times Magazine</i> , March 11, 2007; and, (2) The Pew Research Center for the People & the Press, <i>How Young People View Their Lives, Futures and Politics: A Portrait of “Generation Next,”</i> January 9, 2007.
Week 7: T 02-22	Work in your group on Group Presentation #1, and, as needed, consult with Chesebro on your Group Presentation #1.
Th 02-24	Group Presentation #1.
Week 8: T 03-01	Discussion midterm examination. and Work in your group on Group Presentation #2, and, as needed, consult with Chesebro on your Group Presentation #2.
Th 03-03	Midterm Examination.
Week 9: 03-08 to 03-10	No Class— Ball State University Spring Break.
Week 10: T 03-15	Convergence Analysis : Applied Implications. <i>Before coming to this class, read:</i> (1) Saul Hansell’s “As Gadgets Get It Together, Media Makers Fall Behind”; (2) Julie Bosman and Tom Zeller, Jr., “Warner Bros. to Sell Movies and TV Shows on Internet,” <i>The New York Times</i> , May 9, 2006, pp. C1 and C4 (movies to Internet); (3) Seth Schiesel, “Game Maker to Put Product on Big Screen,” <i>The New York Times</i> , May 9, 2006, p. C3 (video games to movies); and (4) Jacques Steinberg, “Digital Media Brings Profits (and Tensions) to TV Studios,” <i>The New York Times</i> , May 14, 2006, pp. BU1 and BU7 (convergence profit and losses issues).
Th 03-17	Work in your group on Group Presentation #2, and, as needed, consult with Chesebro on your Group Presentation #2.
Week 11: T 03-22	The Rhetoric of Video or Film Production.
Th 03-24	Digital Ethics In this period, we focus on the nature of ethical questions and dilemmas posed by digital persuasion. We will be using your Homework Paper #3 as our vehicle for this exploration. Due at the beginning of this class period, provide a written analysis which addresses the question: “What ethical issues exist when Web pages are intentionally constructed as persuasive?” Samples of this paper from previous classes are available in the “Assignments” section of the Blackboard for this course. Come to class prepared to present your paper orally either reading it exactly as written or to more informally talk through a summary of the major ideas and reasons/evidence for your claims. Before writing this paper, you need to read: Fogg, Chapters 9 and 10 (pp. 211-253, focusing specifically on pages 211-239).
Week 12:	Music as Communication: Persuasive Elements of Music. <i>Before coming to this class, read:</i> Scott’s “Rhetoric and Silence,” <i>WS, 36</i> (Summer 72)*; Irvine & Kirkpatrick’s “The

T 03-29	<p>Musical Form in Rhetorical Exchange,” <i>QJS</i>, 58 (Oct 72)*; Booth’s “The Art of Words in Songs,” <i>QJS</i>, 62 (Oct 76)*; Gonzalez and Makay’s “Rhetorical Ascription and the Gospel According to Dylan,” <i>QJS</i>, 69 (Feb 83)*; Chesebro, Foulger, Nachman, and Yannelli, “Popular Music as a Mode of Communication, 1955-1982,” <i>CSMC</i> (June 85)*, Clive Thompson’s “Music of the Hemispheres,” and Alex Williams’ “The Graying of the Record Store” (both the Thompson and Williams articles are provided on “Course Documents” on the Blackboard for this course)</p> <p>*Items with an asterisk are available through the Electronic Reserve of Bracken Library.</p>
Th 03-31	<p>Media Effects and Assessment—A New Scheme for Thinking About Media Institutions and Media Effects: A new scheme—traditional media, digital technologies, concurrent media experience, multi-tasking, and emotional analysis. <i>Before coming to this class, read:</i> Nielsen & Loranger, pp. 320-390.</p>
Week 14: T 04-05	<p>Homework Paper #4 Due at the Beginning of this Class Period: “How can/should music be used to affect persuasively the reactions of people to Internet web sites?” Samples of this paper from previous classes are available in the “Assignments” section of the Blackboard for this course. Come to class prepared to present your paper orally either reading it exactly as written or to more informally talk through a summary of the major ideas and reasons/evidence for your claims.</p>
Th 04-7	<p>Eye Tracking Analysis of Group A Web Site. A member of Group B serve as the subject. Class does not meeting in room 263 David Letterman Communication and Media Building. Go directly to the Center for Media Design in 214 Ball Communication Building.</p>
Week 14: T 04-12	<p>Eye Tracking Analysis of Group B Web Site. A member of Group C serve as the subject. Class does not meeting in room 263 David Letterman Communication and Media Building. Go directly to the Center for Media Design in 214 Ball Communication Building.</p>
Th 04-14	<p>Eye Tracking Analysis of Group C Web Site. A member of Group A serve as the subject. Class does not meeting in room 263 David Letterman Communication and Media Building. Go directly to the Center for Media Design in 214 Ball Communication Building.</p>
Week 15: T 04-19	<p>Case Study in Digital Communication [to be determined]</p>
Th 04-21	<p>Work in your group on Group Presentation #2. Chesebro will not be in class this; he is attending the convention of the Eastern Communication Association in Baltimore, MD. This is an outstanding moment to do final preparations for your class report next week.</p>
Week 16: T 04-26	<p>Case Study in Digital Communication [to be determined]</p>
Th 04-28	<p>Group Presentation #2.</p>
Week 17: Friday, 05-07	<p>Final examination. The final exam in this course is scheduled for Friday, May 7, 2011, 9:45am to 11:45am in room 216 of the Ball Communication Building.</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.

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 dramatic 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 of this 2010 volume and author of chapter 1 and chapter 17 ("Transformations Created by Digital Communication")), *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," the "Robert J. Kibler Memorial Award" for "demonstrated dedicated to excellence, commitment to the profession, concern for others, visions of what could be, acceptance of diversity, and forthrightness" in 2001, and its Donald H. Ecroyd Teaching Excellence Award in 2009. 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, its Donald H. Ecroyd and Caroline Drummond Ecroyd Teaching Excellence Award" in May 2008, and in 2009, it recognized him as one of its "Centennial Scholar" in communication in general and in two additional areas of communication. 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. At the 2009 NCA convention, Dr. Chesebro was awarded the Donald H. Ecroyd and Caroline Drummond Ecroyd Award for Outstanding Teaching in Higher Education.

COURSE INFORMATION SHEET
for
COM 201, “Web Page Design and Usability Analysis”
Spring 2011

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

Name (please print clearly): _____
(Last name first, a comma, followed by your first name)

Student ID or Social Security Number: _____

Year (circle one): First Year Sophomore Junior Senior Other

Your Email Address (print very clearly): _____

Your Complete Local Mailing Address with Zip Code:

Your Local Telephone Number with Area Code: _____

Departmental Major: _____

Why are you taking this course? While you can outline your reasons, please give all relevant reasons (if needed, continue as the back of this page).

In this course, you will work in a group designing and creating a persuasive web page. What skills and talents do you have that might be useful/relevant to this group effort? Please be specific and particular here. For example, if you know how to create a web page, indicate your level of skill. If you are particularly talented with visuals and graphics, identify your level of experience. If you are particularly good with literature searches or writing academic papers, indicate your level of skill. If you understand or have experience with audience and market analysis, indicate your level of skill. If you understand or have experience creating persuasive verbal messages, indicate your level of experience. **You will be placed in a group based upon the information you provide here.**

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 confident.