

Communication/Information Science 4450/5450/6450
CMC Seminar
Spring 2017

[As of Mar. 26, 2017. Updated versions will be made available on Blackboard site]

Tues. & Thurs., 1:25-2:40
Room: Kennedy 213

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Course Description

In this course, we will examine fundamental aspects of interpersonal communication and consider how different types of computer-mediated communications (CMC) technologies such as e-mail, instant messaging, video conferencing, twitter and social network sites affect communication processes. The goals of the course are to provide students with a basic understanding of the processes of interpersonal communication, an understanding of how features of current CMC technologies affect interpersonal communication, and the knowledge they need to help design new communications technologies.

Objectives:

- Students will gain a theoretical understanding of the field of CMC and become familiar with both common and novel CMC tools, through readings and in-depth class discussion of key articles in the field.
- Students will gain an understanding of how CMC researchers conduct their research, through a series of mini projects that require them to examine CMC phenomena and write short reports on them.
- Students will gain an in-depth understanding of a selected area of CMC, through their team project and class presentation.

Required texts:

Course materials will consist of approximately 40-50 pages of readings per week. All materials are available in pdf format on the course BlackBoard site. Articles are listed in the recommended order of reading. Complete reading of each piece is required prior to class. Lecture notes will also be made available on Blackboard at the end of each week.

Student Responsibilities and Grading:

1. Participation and Attendance (15%): Approximately half of the class time each week will be set aside for group discussion. Students are expected to prepare for each class; they should read and note the specified texts, and participate actively in class discussions. Students may be called on to summarize the major arguments, strengths, weaknesses, or problems, in any assigned reading. Regular attendance is expected. Failure to attend regularly and be prepared will be grounds for a grade reduction at the instructor's discretion.

2. Blackboard Discussion (10%): Students are expected to post comments on the blackboard forum set up for at least 15 different class days that have readings assigned. Posts can include reactions to ideas in the readings, reflections on the readings based on your own experiences, or ideas or questions for future research. Students can start their own discussion threads or add to those started by other students. Posts should add up to at least 250 words per class. Posts must be completed by 10 AM on the day the readings are discussed (Tuesday or Thursday) to receive credit.

3. Short Papers (25%): Students are expected to write five short papers over the course of the semester, each worth 5% of the final grade. For some of these papers, you will have the option of working with a partner. Each paper will require analysis and synthesis of a subset of course readings and/or small-scale data collection and analysis. Paper assignments will be given out at least one week in advance of the deadline. Short papers are due in class on the date specified. Late assignments will be downgraded one letter grade per day.

4. Team Research Project (30%): Each student will work with a team with 3-4 other students to conduct a research project on a CMC topic, analyze the results, and write a report of the project using standard report-writing style (e.g., introduction, hypotheses, method, results, discussion). The research report should be 12-15 pages, double spaced, excluding tables and figures. To earn full credit for the research project, students must also submit interim materials at the indicated points in the syllabus, including: IRB training and materials, coordination plan, and the final research report.

5. Class Presentation of Research Project (10%): Each research project team will present its research and results to the class via a short oral presentation and a poster. Further details will be provided later in the semester.

6. Individual Reflection (10%): Each student will write a reflection paper by the end of the semester. The reflection paper should include no more than 1000 words, double spaced, excluding tables and figures. In this reflection, students are expected to revisit their collaboration experience with teammates and discuss what they have learned about computer-mediated communication through a whole semester of teamwork.

Academic Integrity

Academic integrity is crucial to your personal scholarly identity. Your rights and responsibilities in this area are outlined in the Cornell University Code of Academic Integrity <http://archive.theuniversityfaculty.cornell.edu/AcadInteg/code.html>. Violations of the code include but are not limited to:

- Submitting work in this class that has also been submitted for a grade in another course without prior permission of both instructors.
- Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
- Misrepresenting another person's work as your own. You are responsible for obeying the Code of Academic Integrity. Ignorance of the code is not an excuse.

The most common problem is plagiarism, which will not be tolerated. Students from other cultures should be aware that American standards of acknowledgement and use of material prepared by others can be different than those in other cultures. Misrepresenting another's work as your own means presenting somebody else's words or ideas without proper attribution. Proper attribution includes quotation marks and page numbers for *any* words taken directly from any piece of another author's work, and/or a citation when you have paraphrased or summarized somebody else's work. Sources need not be published to be cited. If you have any questions about how whether or how a source must be cited, ask for clarification. **All students MUST complete the tutorial at <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>.**

Any student suspected of plagiarism or cheating will have a primary hearing. If found guilty, he/she will receive a failing grade on the assignment and a reduction in overall course grade. The results of the hearing will be reported to the Academic Integrity Board. See <http://archive.theuniversityfaculty.cornell.edu/AcadInteg/primaryStudent.html>.

Students agree that by taking this course all required papers are subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Note: Course materials on Blackboard or distributed in class are the author(s)' intellectual property. Students are not permitted to buy or sell course materials, including syllabi, PPT presentations, teaching materials, or class exercises without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Accommodations

It is Cornell policy to provide reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Student Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Student Disability Services is located in 420 CCC. Staff can be reached by calling 607-254-4545. **Students are advised to meet with me early in the semester to make arrangements for accommodations.**

Semester Schedule

Class	Week and Topic(s)	Reading
1/26	1. Intro and Overview	
1/31	2. Theories and Methods Assignment 1 distributed	Whittaker, S. (2003). Theories and methods in mediated communication. In Graesser, A., Gernsbacher, M., and Goldman, S. (Eds.) <i>The Handbook of Discourse Processes</i> (pp. 243-286). Mahwah, NJ: Lawrence Erlbaum Associates.
I. Interpersonal and Intercultural Communication		
2/2	3. Conversational Structure IRB training certificates due by midnight Sunday Feb 5	Holtgraves, T. M. (2002). Conversational Structure. In T. M. Holtgraves, <i>Language as Social Interaction</i> (pp. 89-120). Mahwah, NJ: Lawrence Erlbaum Associates. Herring, S. C. (1999). Interactional coherence in CMC. <i>Proceedings of the 32nd Hawaii International Conference on System Sciences</i> . IEEE Press.
2/7	4. Conversational Grounding In class project team selection. Team leader will email us with team name and a brief project description	Clark, H. H. & Brennan, S. E. (1991). Grounding in communication. In L. B. Resnick, R. M. Levine, & S. D. Teasley (Eds.). <i>Perspectives on socially shared cognition</i> (pp. 127-149). Washington, DC: APA.
2/9	5. Gaze and Gesture Assignment 1 due	Fussell, S. R., Setlock, L. D., & Kraut, R. E. (2003). Effects of head-mounted and scene-oriented video systems on remote collaboration on physical tasks. <i>Proceedings of CHI 2003</i> (pp. 513-520). Kirk, D., Rodden, T., & Stanton Fraser, D. (2007). Turn it this way: Grounding collaborative action with remote gestures. <i>Proceedings of CHI 2007</i> , 1039–1048.
2/14	6. Gaze and Gesture, cont'd Brief updates from teams, Group A Assignment 1 due	
2/16	7. Culture, Language & CMC Brief updates from teams, Group B Assignment 2 distributed	Setlock, L. D., Fussell, S. R., & Neuwirth, C. (2004). Taking it out of context: Collaborating within and across cultures in face-to-face settings and via instant messaging. <i>Proceedings of CSCW 2004</i> (pp. 604-613). Wang, H.C., Fussell, S. R., & Cosley, D. (2013). Machine translation vs. common language: Effects on idea exchange in cross-lingual groups. <i>Proceedings of CSCW 2013</i> (pp. 935-944).
2/21	February Break – No class	
2. Group Communication and Teamwork		
2/23	8. Collaborating Across Space and Distance Draft of IRB materials due by midnight Feb 26	Cramton, C. D. (2001). The mutual knowledge problem and its consequences in geographically dispersed teams. <i>Organizational Science</i> , 12, 346–371.

2/28	9. Awareness and Interruptions Assignment 2 due	Gutwin, C., & Greenberg, S. (2002). A descriptive framework of workspace awareness for real-time groupware. <i>Computer Supported Cooperative Work</i> , 11, 411-446. Dabbish, L. & Kraut, R. E (2004). Controlling interruptions: Awareness displays and social motivation for coordination. <i>Proceedings of CSCW 2004</i> , 182-191.
3/2	10. Multitasking and Channel Blending Assignment 3 distributed	Mark, G., Iqbal, S. T., Czerwinski, Johns, C. P., & Sano, A. (2016). Neurotics Can't Focus: An <i>in situ</i> Study of Online Multitasking in the Workplace. <i>Proceedings of CHI 2016</i> , 1739-1744. Isaacs, E., Szymanski, S., Yamauchi, Y., Glasnapp, J., & Iwamoto, K. (2012). Integrating local and remote worlds through channel blending. <i>Proceedings of CSCW 2012</i> .
3/7	11. Informal Communication, part 1	Kraut, R. E., Fish, R.S., Root, R.W., & Chalfonte, B.L. (1990). Informal communication in organizations: Form, function, and technology. In S. Oskamp & S. Spacapan (Eds). <i>Human reactions to technology: The Claremont Symposium on applied social psychology</i> (pp. 145-199). Beverly Hills, CA: Sage.
3/9	12. Informal Communication, part 2	Nardi, B.A., Whittaker, S., & Bradner E. (2000) Interaction and outeraction: instant messaging in action. <i>Proceedings of CSCW 2000</i> (pp. 79-88). Birnholtz, J. P., Gutwin, C., Ramos, G., & Watson, M. (2008). OpenMessenger: gradual initiation of interaction for distributed workgroups. <i>Proceedings of CHI '08</i> (pp. 1661-1664). Rodenstein, R. & Donath, J. S. (2000). Talking in circles: Designing a spatially-grounded audioconferencing environment. <i>Proceedings of CHI 2000</i> (pp. 81-88).
3/14	13. Gender and Group Interaction Assignment 3 due	Kapidzic, S., Herring, S. C. (2011). Gender, communication, and self-presentation in teen chatrooms revisited: Have patterns changed? <i>Journal of Computer-Mediated Communication</i> , 17, 39-59. Hemphill, L., & Otterbacher, J. (2012). Learning the lingo? gender, prestige and linguistic adaptation in review communities. <i>Proceedings of CSCW 2012</i> (pp. 305-314).
3/16	14. Extended updates from project teams	
3. Communication in Online Communities		
3/21	15. Social Network Sites	Jung, Y., Gray, R., Lampe, C., & Ellison, N. B. (2013). Favors from Facebook friends: Unpacking dimensions of social capital. <i>Proceedings of CHI 2013</i> , 11-20. Burke, B., Marlow, M., & Lento, T. (2009). Feed me: motivating newcomer contribution in social network sites. <i>Proceedings of CHI 2009</i> , 945-954.

3/23	16. Image Sharing	<p>Bakhshi, S., Shamma, D. A., & Gilbert, E. (2014). Faces engage us: photos with faces attract more likes and comments on Instagram. <i>Proceedings of CHI 2014</i>, 965-974.</p> <p>Gulotta, R., Faste, H., & Mankoff, J. (2012). Curation, provocation, and digital identity: risks and motivations for sharing provocative images online. <i>Proceedings of CHI 2012</i>, 387-390.</p> <p>Gilbert, E., Bakhshi, S., Chang, S., & Terveen, L. (2013). "I need to try this?": a statistical overview of pinterest. <i>Proceedings of CHI 2013</i>, 2427-2436.</p>
3/28	17. Tagging and Labeling	<p>Nov, O., Naaman, M., & Ye, C. (2008). What drives content tagging: the case of photos on Flickr. <i>Proceedings of CHI 2008</i> (pp. 1097-1100).</p> <p>Mamykina, L. Miller, A. D., Grevet, C., Medynskiy, Y., Terry, M. A., Mynatt, E. D., & Davidson, P. R. (2011). Examining the impact of collaborative tagging on sensemaking in nutrition management. <i>Proceedings of CHI 2011</i> (pp. 657-666).</p> <p>Dong, W., & Fu, W-T. (2010). Cultural difference in image tagging. <i>Proceedings of CHI '10</i> (pp. 981-984).</p>
3/30	18. Video and Live Streaming Assignment 4 distributed	<p>Yarosh, S., Bonsignore, E., McRoberts, S. & Peyton, T. (2016). YouTube: Youth video authorship on YouTube and Vine. <i>Proceedings of CSCW 2016</i>, 1423-1437.</p> <p>Tang, J. C., Venolia, G., and Inkpen, K. M. (2016). Meerkat and Periscope: I stream, you stream, apps stream for live streams. <i>Proceedings of CHI 2016</i>, 4770-4780.</p> <p>Mostafa, A. E., Inkpen, K., Tang, J. C., Venolia, G., & Hamilton, W. A. (2016). SocialStreamViewer: Guiding the Viewer Experience of Multiple Streams of an Event. <i>Proceedings of GROUP 2016</i>, 287-291.</p>
4/4, 4/6	SPRING BREAK -- NO CLASS!	
4/11	19. Twitter Brief updates from project teams, group A	<p>Naaman, M., Boase, J., & Chih-Hui Lai, C-H. (2010). Is it really about me? Message content in social awareness streams. <i>Proceedings of CSCW 2010</i> (pp. 189-192).</p> <p>Morris, M. R., Counts, S., Roseway, A., Hoff, A., & Schwarz, J. (2012). Tweeting is believing?: Understanding microblog credibility perceptions. <i>Proceedings of CSCW 2012</i> (pp. 441-450).</p> <p>Schirra, S., Sun, H., & Bentley, F. (2014). Together alone: motivations for live-tweeting a television series. <i>Proceedings of CHI 2014</i> (pp. 2441-2450).</p>
4/13	20. Friendsourcing/Social Q&A; Crowdsourcing Brief updates from teams, Group B	<p>Morris, M.R., Teevan, J., & Panovich, K. (2010). What do people ask their social networks, and why?: a survey study of status message q&a behavior. <i>Proceedings of CHI 2010</i> (pp. 1739-1748).</p> <p>Rzeszotarski, J. M., & Morris, M. R. (2014). Estimating the social costs of friendsourcing. <i>Proceedings of CHI 2014</i> (pp. 2735-2744).</p>

4. CMC for Specific Application Areas		
4/18	21. Social Media and Social Action	<p>Starbird, S., & Palen, L. (2012). (How) will the revolution be retweeted?: Information diffusion and the 2011 Egyptian uprising. <i>Proceedings of CSCW 2012</i> (pp. 7-16).</p> <p>Robertson, S. P., Douglas, S., Maruyama, M., & Chen, L.-W. (2012). Political dialog evolution in a social network. <i>Proc. Digital Government Research 2012</i> (pp. 40-48).</p> <p>Lee, Y.-H., & Hsieh, G. (2013). Does slacktivism hurt activism?: the effects of moral balancing and consistency in online activism. <i>Proceedings of CHI 2013</i>(811-820).</p>
4/20	22. Crisis Informatics Assignment 4 Due	<p>Starbird, K., & Palen, L. (2011). "Voluntweeters": Self-organizing by digital volunteers in times of crisis. <i>Proceedings of CHI 2011</i>, 1071-1080.</p> <p>Palen, L., Soden, R., Anderson, T. J., & Barrenechea, A. (2015). Success & scale in a data-producing organization: The socio-technical evolution of OpenStreetMap in response to humanitarian events. <i>Proceedings of CHI 2015</i>, 4113-4122.</p>
4/25	23. CMC in Home Life Assignment 5 Distributed	<p>Ames, M. G., Go, J., Kaye, J., & Spasojevic, M. (2010). Making love in the network closet: the benefits and work of family videochat. <i>Proceedings of CSCW 2010</i> (pp. 145-154).</p> <p>Massimi, M., & Neustaedter, C. (2014). Moving from talking heads to newlyweds: exploring video chat use during major life events. <i>Proceedings of DIS 2014</i> (pp. 43-52).</p> <p>Yarosh, S., Tang, A., Mokashi, S., & Abowd, G. D. (2013). "Almost touching": parent-child remote communication using the sharetable system. <i>Proceedings of CSCW 2013</i> (pp. 181-192).</p>
4/27	24. CMC in Special Populations	<p>Lindley, S. E., Harper, R., & Sellen, A. (2009). Desiring to be in touch in a changing communications landscape: attitudes of older adults. <i>Proceedings of CHI 2009</i> (pp. 1693-1702).</p> <p>Piper, A. M. & Hollan, J. D. (2008). Supporting medical conversations between deaf and hearing individuals with tabletop displays. <i>Proceedings of CSCW 2008</i> (pp. 147-156).</p>
5/2	25. Human-Agent and Human-Robot Interaction	<p>Nass, C. & Lee, K. M. (2000). Does computer-generated speech manifest personality? An experimental test of similarity-attraction. <i>Proceedings of CHI 2000</i> (pp. 329-336).</p> <p>Mutlu, B., Yamaoka, F., Kanda, T., Ishiguro, H., & Hagita, N. (2009). Nonverbal leakage in robots: Communication of intentions through seemingly unintentional behavior. <i>Proceedings of HRI 2009</i>, 69-76.</p> <p>Lee, M. K., Kiesler, S., Forlizzi, J. & Rybski, P. (2012). Ripple effects of an embedded social agent: A field study of a social robot in the workplace. <i>Proceedings of CHI 2012</i>, 695-704.</p>

5/4	26. Class Presentations Instructions for personal reflection distributed (due May 16 by 11:59 PM).	Project team final presentations (poster session)
5/9	27. No Class (CHI Conference) Assignment 5 due	Work on team projects
	Final Reports Due Friday May 19 by Midnight	