| 1 | **Course title** | Computer-Mediated Communication |
|---|---|---|
| 2 | **Course number** | 2205727 |
| 3 | **Credit hours** | 3 |
| | **Contact hours (theory, practical)** | 3 |
| 4 | **Prerequisites/corequisites** | |
| 5 | **Program title** | Master Degree in Language, Culture & Communication |
| 6 | **Program code** | |
| 7 | **Awarding institution** | University of Jordan |
| 8 | **School** | School of Foreign Languages |
| 9 | **Department** | Department of English Language and Literature |
| 10 | **Level of course** | Postgraduate/MA |
| 11 | **Year of study and semester (s)** | |
| 12 | **Final Qualification** | MA |
| 13 | **Other department (s) involved in teaching the course** | -- |
| 14 | **Language of Instruction** | English |
| 15 | **Teaching methodology** | ☐Blended       ☐Online     ☐Face to face |
| 16 | **Electronic platform(s)** | ☐E-learning     ☐Microsoft Teams  ☐Skype     ☐Zoom  ☐Others………… |
| 17 | **Date of production/revision** | November 2023 |

**18 Course Instructor:**

Name:

Office number:

Phone number:

Email:

Office Hours:

**19 Other instructors:**

Name:

Office number:-

Phone number:

Email:

**20 Course Description:**

This is an investigation of practical and theoretical issues that relate to e-communication from

a social scientific perspective. It examines how computer technology has affected patterns of

human communication and discusses identity and social relationships in the context of

computer-mediated communication.

**21 Course aims and outcomes:**

A- Aims: (PLOs)

1- Recognize and utilize language use in different cultural and social settings.

2- Identify and interpret social functions of language and the roles they play in culture, and how language and communication work to affect socio-cultural world.

3- Debate conflicts in different social settings.

4- Analyse and critique the role of language in everyday interactions and the values associated with ways of speaking and their social and personal consequences.

5- Demonstrate awareness of contemporary issues in language policy and ability to take a public and professional role in these issues.

6- Recognize language variation, including social and regional dialects.

7- Utilize information and communication technology to access databases and international information in the field of specialization so as to develop knowledge and skills and to generate new knowledge.

8- Bear the assigned responsibilities as a specialist and function within the community set of values and ethics.

9- Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to language.

10- Prepare and present seminars to a professional standard.

11- Design and carry out , interpret and critique research in the discipline and write theses or reports to a professional standard, equivalent in quality to that of publishable papers.

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

| No. | Course Learning Outcomes | Program Outcomes | | | | | | | | | | | Assessment Tools | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Demonstrate a wide understanding of CMC theories, concepts, and issues. | X | X | | | X | | | | | | | | X | X | | | | | | | | X |
| 2 | Examine concepts and provide novel solutions to problems facing modern technologies. | X | X | | | X | X | | | | | | X | X | X | | | | | | | | X |
| 3 | Develop an understanding on how CMC influences | X | X | | | X | X | | | | | | | X | | | | | | | X | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | individuals' identity and personal relationships. | | | | | | | | | | | | | | | | | | | | |
| 4 | Develop critical thinking and analytical skills to determine effective CMC. | X | | | X | X | | | | | | X | | X | | X | X | | X | | |
| 5 | Develop an understanding of the methods commonly used in CMC. | X | | X | X | X | | | | | | X | X | | X | | X | X | | X | | |
| 6 | Discuss the effects of CMC on society and the Internet's social impact as a medium of communication. | X | | X | | X | X | X | X | | X | X | | | | | | | X | | |
| 7 | Assess the ethical and legal issues relevant to CMC. | X | | X | X | X | | X | | | X | | X | | X | | | | | X | |
| 8 | Develop an understanding of current research trends and methods in CMC and to demonstrate the interdisciplinary nature of CMC and the importance of Interdisciplinary research in communication | X | | | | X | X | X | | | X | | X | | | | | X | | X | |
| | | | | | | | | | | | | | | | | | | | | | |

## 22. Topic Outline and Schedule:

| Week | Lecture | Topic | Intended Learning Outcomes | Teaching Methods*/ platform | Evaluation Methods** | References |
|---|---|---|---|---|---|---|
| 1 | 1.1 | Introduction to CMC Approaches and Perspectives | 1,2,3 | In class | In-class tasks | Handout and Main book 1 |
| 2 | 2.1 | Media Richness | 6, 7,3 | In class | In-class tasks | Main book1 |

| 3 | 3.1 | Media Naturalness | 5, 6,3 | In class | In-class tasks | Main book1 |
|---|---|---|---|---|---|---|
| 4 | 4.1 | Affordances and Domestication | 5, 6,3 | In class | In-class tasks | Main book1 |
| 5 | 5.1 | Presence and Social Presence / Visually Anonymous, Asynchronous, Text-Based Communication | 5, 6, 7 | In class | In-class tasks | Main book1 |
| 6 | 6.1 | The Theory of Electronic Propinquity | 5, 6, 7 | In class | In-class tasks | Main book1 |
| 7 | 7.1 | Social Information Processing Theory and Hyperpersonal Perspective | 5, 6, 7, 8, 9 | In class | In-class tasks | Main book1 |
| 8 | 8.1 | Midterm Exam | | | | |
| 9 | 9.1 | Midterm exam questions and answers discussion | | In class | | |
| 10 | 10.1 | Social Identity Model of Deindividuation Effects | 5, 6, 7,4 | In class | In-class tasks | Main book1 |
| 11 | 11.1 | Identity and Virtual Identities | 5, 6, 7 | In class | In-class tasks | Main book1 |
| 12 | 12.1 | Virtual Networks and Virtual Teams / Virtual Communities | 2, 5, 6, 7, 8, 9 | In class | In-class tasks | Main book1 |
| 13 | 13.1 | The Proteus Effect | 2, 5, 6,3 | In class | In-class tasks | Main book1 |

| 14 | 14.3 | Actor Networks, Media Niches, and Social Implications | 7,8,6 | In class | In-class tasks | Main book1 | |
| 15 | 15.1 | Revision and concluding remarks | 1-12 | In class | Discussion | Main book1 | |

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

## 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s) | Intended Learning outcome | Period (Week) | Platform |
|---|---|---|---|---|---|
| Participation+ Presentation+ Project | 30 | Term papers and critiques | 1-10 | 1-14 | On campus |
| Midterm Exam | 30 | Lectures 1-7 content | 1-10 | 1-7 | On campus |
| Final Exam | 40 | Lectures 1-14 content | 1-10 | 1-14 | On campus |

## 24 Course Requirements

**Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.**

## 25 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

## 26 References:

A- Required book(s), assigned reading and audio-visuals:

1. Sherblom, J. C. (2019). *Computer-mediated communication: Approaches and perspectives*. Cognella, Incorporated.

Recommended books, materials, and media:

Yao, M. Z., & Ling, R. (2020). "What is computer-mediated communication?"—An introduction to the special issue. *Journal of Computer-Mediated Commu nication,* 25(1), 4-8.

Luppicini, R. (2007). Review of computer mediated communication research for education. *Instructional science*, 35, 141-185.

## 27 Additional information:

## 28. Rubric for correcting writing tasks:

| Quality | 6 Responses at this level: | 5 Responses at this level: | 4 Responses at this level: | 3 Responses at this level: | 2 Responses at this level: | 1 Responses at this level: |
|---|---|---|---|---|---|---|
| Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s) | reveal an in-depth analysis of the documents<br><br>-make insightful connections between information and ideas in the documents and the assigned task | -convey a thorough understanding of the documents<br><br>-make clear and explicit connections between information and ideas in the documents and the assigned task | convey a basic understanding of the text<br><br>-make implicit connections between information and ideas in the text and the assigned task | convey a basic understanding of the documents*<br><br>-make few or superficial connections and ideas in the documents and the assigned task | convey a vague or inaccurate understanding of the documents<br><br>-allude to the text but make unclear or unwarranted connections to the assigned task | provide no evidence of understanding<br><br>-make no connections between information in the text and the assigned task |

| | | | | | | |
|---|---|---|---|---|---|---|
| Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s) | develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents | -develop ideas clearly and consistently. Using relevant and specific details from the documents | develop ideas inconsistently, using relevant details from the text | develop ideas simply, using some details from the documents | are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive | are minimal, with no evidence of development |
| Organization: the extent to which the response exhibits direction, shape, and coherence | -maintain a clear and appropriate focus<br><br>-exhibit a logical and coherent structure through effective use of appropriate devices and transitions | -maintain a clear and appropriate focus<br><br>-exhibit a logical sequence of ideas through the use of appropriate devices and transitions | maintain a clear and appropriate focus<br><br>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies | establish, but fail to maintain, an appropriate focus<br><br>-exhibit uneven organization | lack an appropriate focus, but suggest some organization | show no focus or organization |
| Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety | -are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose<br><br>-vary structure and length of sentences for effect | use language that is fluent and engaging, with some awareness of audience and purpose<br><br>-show consistent use of sentences that are varied in length and structure | -use appropriate language, with some awareness of audience and purpose<br><br>-occasionally vary length and structure of sentences | -rely on language from the documents and basic vocabulary<br><br>-rely on sentences that are unvaried in length and structure | use language that is imprecise or unsuitable for the audience or purpose<br><br>-rely on sentences that lack variety and may be constructed incorrectly | are minimal<br><br>-use language that is incoherent or inappropriate |
| Conventions: the extent to which the response exhibits conventional spelling, punctuation, para-graphing, capitali-zation, grammar, and usage | -demonstrate control of the conventions | -demonstrate control of the conventions, with very few minor errors that have no effect on comprehension | demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension | demonstrate partial control, exhibiting errors that occasionally hinder comprehension | demonstrate a lack of control, exhibiting many errors that make comprehension difficult | are minimal<br><br>-may be illegible or not recognizable as English |

http://www.tnellen.com/westside/rubric.html

Name of Course Coordinator: Aseel Zibin  Signature: ------------------ Date: ------------

**e- Syllabus**

Head of Curriculum Committee/Department: --------------------------- Signature: ------------------------

Head of Department: ------------------------------------------------------- Signature: ---------------------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: ------------------

Dean: ------------------------------------------------------ Signature: ------------------------------------------