

Pre-Class Check List

- Sign up for Dr. So What’s tips at www.DrSoWhat.com (e-mail reminders about effective communication and leadership behaviors). Note: For security reasons, you will have to go through a few small “gyrations” to sign up.
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- If you have an iPhone or iPad, download the free Dr. So What e-book by searching for “Dr. So What’s Tips on Communication”. These will come in handy during group work.
 - Sign up for Dr. So What’s tweets @DrSoWhat (If you follow Twitter)
 - Review the syllabus on the following pages. If you are up to the challenge, then proceed to the next item.
 - Memorize the class theme: **“Providing a thoughtful perspective on the technologies that shape our lives.”**
 - Purchase the textbooks for the course.
 - Craft an instruction manual describing your personal “operating instructions” (see www.uwgb.edu/clampitp). Note: We’ve attached our personal instructional manuals at the end of the syllabus.
 - Craft a class room “name placard” with your name, 3 personal strengths, and 3 areas of improvement. **Bring your placard to the first class.** Note: Make sure it is large enough to be seen from the front of the room. If you did this last semester, then the areas of improvement should change! (That’s continuous improvement in action.)

Information Technologies

Comm 308 & Info Sci 308

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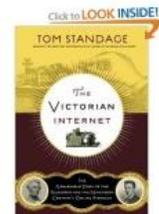
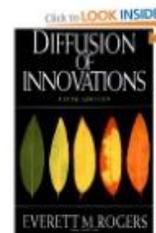
Objectives

- Understand and evaluate information technologies (What are they? What are they intended to do? What do they actually do? What are their advantages? Disadvantages?)
- Make informed, defensible, and theory-driven choices of information technologies in order to meet an organization’s or individual’s information needs.
- Use a group process to address cases, which simulate real-world situations. Present and defend your case in rich (oral) and lean (written) channels.



Texts

- *The Victorian Internet* by Tom Standage
- *Diffusion of Innovation* by Everett Rogers
- *Communication Workbook*-download from Phil’s website.



Course Policies:

Attendance - the very nature of this class requires attendance. Inevitably, unforeseen emergencies arise that necessitate missing a scheduled class. In order to avoid penalizing any student who must, for some reason, be absent, the following policy exists:

*Students are held responsible for information covered in the session missed. Notes should be obtained from fellow classmates, **not the professor**. Excessive absences (more than 3) will result in a course grade reduction. If your involvement in university-sponsored activities requires that you miss certain class periods, then you must provide the professors with a written calendar of the days you will miss.*

Plagiarism - all work should be the product of the student's individual effort. Students should properly cite works used in their projects.

Written work - all daily work and major papers should be typed and conform to the UWGB writing policy guidelines. This is one mark of professionalism.

Extra credit - I do not assign and will not grade extra credit.

Grading: Your class grade is based on the following components:

| <u>Item</u> | <u>%</u> | <u>Description</u> |
|--------------|----------|------------------------------------|
| • Case 1 | 25% | Oral Presentation. Written Report. |
| • Case 2 | 25% | Same as above. |
| • Test 1 | 25% | Multiple Choice |
| • Final Exam | 25% | Comprehensive |

Note: All members receive the same letter grade on case studies except for those members whose contributions are below average (2 or more ratings of 5 or less on a 1-10 scale) as rated by fellow group members. Each group's case grade will be a combination of the oral and written versions. Oral comments from the instructors after the in-class presentation will point to areas that need improvement for the written version and should be reflected in the paper submitted.

Grading Scale: All grading will be done on a "0 - 100%" scale which translates into the following letter grades:

A: 92% +

C: 72 -78%

AB: 89 - 91%

CD: 69 - 71%

B: 82 - 88%

D: 60 - 69%

BC: 79 -81%

F: Below 59%

Communication: One of the most important skills students learn at the University is how to effectively communicate with busy people. One key communication principle is to "select your communication channels based on your purpose and the attributes of the message". Therefore, we will use a variety of methods to communicate during the semester including:

E-mail: We check our emails (clampitp@uwgb.edu or fernandi@uwgb.edu) on a regular basis and should respond within 24 hours of your question. If not, then assume the message was lost in cyber heaven and re-send. This is my preferred method of communication for most "lean" items.

Walk-and-Talks (aka elevator talks but I don't use elevators): Some issues can be discussed or resolved in short bursts of conversations during a walk between classes. Feel free to catch us at those times.

Phone: If we need to have a richer communication forum, then a phone call would be advisable. Please e-mail us the times you are available and we'll give you call.

Office Visits: We will always be available to discuss the right issues (e.g. rich issues involving confidential concerns, complex issues, personal advice, etc.) in the face-to-face channel. Please use e-mail to set up a time.

D2L: We only use D2L to post grades.

Tentative Schedule

| Week | Date | Topic | Readings |
|------|------|---|--|
| 1 | | Course Introduction SMCR Model | Standage Book Exercise 1 & 2 |
| 2 | | SMCR Model/Scavenger Hunt Rich/Lean Model | Select Groups Rogers (R) 1, 2, 3 |
| 3 | | B-C B-C | R 4,5,6 |
| 4 | | Diffusion of Innovation Diffusion of Innovation | R 7, 8, 9 |
| 5 | | Diffusion of Innovation Diffusion of Innovation | R 10, 11 |
| 6 | | Groups 1,2,3 Groups 4,5,6 | |
| 7 | | Groups 7,8,9 Groups 10,11,12 | |
| | | SPRING BREAK | |
| 8 | | Mid-Term Exam Mid Course Group Assessment Day | |
| 9 | | Information Management Information Management | |
| 10 | | Making Tech. Choices Making Tech. Choices | |
| 11 | | Making Tech. Choices Catch-up Day | |
| 12 | | Case Studies Case Studies | |
| 13 | | Case Studies Case Studies | |
| 14 | | Case Studies Case Studies | |
| | | Final Exam (Due 10:30) | |

Professor Clampitt’s Instruction Manual

Almost every new product you buy has an instruction manual. Why doesn’t someone issue a similar manual for the people we work with most frequently? In an attempt to bridge the gap, I’ve constructed a manual of tips for working with me.

| Characteristics | So What? |
|---|--|
| I’m a thinker. (“T” on the Myers-Briggs scale) | <ul style="list-style-type: none"> • I like to hear both sides of an issue before making a decision. • Link your rationale to enduring principles. |
| I’m an innovator. (“P” on the Myers-Briggs scale). | <ul style="list-style-type: none"> • Show me new ideas based on sound principles. • Expand on pre-existing ideas and avoid repeating exactly what I say in a lecture or article. |
| I focus on the big picture. (“N” on the Myers-Briggs scale) | <ul style="list-style-type: none"> • Talk to me about strategy and then discuss your tactics. • Show me the links between your main points or ideas (e.g. illustrations, diagrams etc.). • Occasionally I get impatient with too many details. |
| I’m a former debater. | <ul style="list-style-type: none"> • Show me a clear organizational structure. • Give me evidence to back up your claims. • Don’t assume that because I make a counterargument that I disagree with you. • Don’t assume that if I push you to defend your ideas, I disagree with them. |
| I read a lot. | <ul style="list-style-type: none"> • Be ready to answer questions about links to current events and ideas (e.g. <i>Business Week</i>, <i>Wall Street Journal</i>, <i>Fortune</i>, <i>Forbes</i>, <i>Harvard Business Review</i>). • I appreciate well-written papers and clever phrases. |
| I have some introvert characteristics. | <ul style="list-style-type: none"> • Give me some time to get to know you. • Sometimes I may seem standoffish but that will disappear in time. |
| I’m busy. | <ul style="list-style-type: none"> • Come prepared to meetings. • Focus your communication on high-value items. • If the matter can be handled through lean channels, then use them. • E-mail is often the best way to make initial contact with me or give me project updates. • Don’t assume that time constraints mean I’m uninterested. |
| I like to have fun and be challenged. | <ul style="list-style-type: none"> • Sometimes I’ll spontaneously veer off-track, for a moment, in a lecture. • I get bored quickly. • I’ll often “joke around” with people. |

Professor Fernandez’s Instruction Manual

| Characteristic | So What? |
|--|---|
| Teaching: | |
| Experimental | <ul style="list-style-type: none"> • I expect students to learn through trial and error. • You can almost certainly recover from a fall, or perceived failure – these are the most robust learning opportunities. • The process of trial and error might leave a student feeling discouraged. <p>Best practices: Accept constructive criticism and move forward with confidence and optimism.</p> |
| Expectations | <ul style="list-style-type: none"> • I have very high expectations for students. • More specifically, I expect students to think critically, create solutions and articulate their unique position. • High expectations can come across as brash or lacking empathy. <p>Best practices: Attend class, actively listen and ask questions often.</p> |
| Learning: | |
| Auditory | <ul style="list-style-type: none"> • I learn through conversation. <p>Best practices: Talk to me often and participate in class discussion.</p> |
| Logical | <ul style="list-style-type: none"> • I value research. • I’m persuaded by thoughtful articulations of evidence, beyond one’s individual experience. • My tendency to play devil’s advocate can be off-putting. I will often present a position in order to challenge students to think about other alternatives -- this does not mean that I disagree with his/her position. <p>Best practices: Evaluate multiple perspectives and support your claims with credible information sources.</p> |
| Background: | |
| Journalism; Public Relations; and Marketing Research | <ul style="list-style-type: none"> • I’m a former legislative news-writer. As such, I pay close attention to the mechanics of writing. • I’ve worked in political public relations and consequently tend to emphasize persuasive communication approaches in assigned coursework and class discussions. • My area of research focuses on emerging media and audience analysis. I expect students to evaluate the differences across media platforms and avoid assumptions about a “one-size-fits-all” approach to communication. <p>Best practices: Remember that communication is an applied art – the tools and practices I emphasize are necessary for your success in future classes and as a communication professional.</p> |