



WW-HUMN 240

History of Communication Technologies

Online Course Syllabus

Worldwide 2022-08 August

Course Information

Credit Hours: 3

Delivery Method: Online (Internet/Canvas)

Instructor Information

Name

Meghan Velez

Email

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Title: No materials are required for this course. Resources are provided in the course activities.

Suggested Course Materials

Title: Publication Manual of the American Psychological Association

ISBN: 978-1433832161 (Paperback) | 9781433832185 (eBook)

Authors: American Psychological Association

Publisher: American Psychological Association

Publication Date: 2010

Edition: 7th

Catalog Course Description

A survey of the technologies humans have used to record and transmit their ideas and experiences, with an emphasis on major advancements in communication technology (e.g., cuneiform, the printing press, and hypertext and networked communication).

Exploration of the cultural and social conditions of these technologies in order to evaluate the tools used to communicate and consider how material form shapes the production, transmission, and reception of messages.

Prerequisite(s): HUMN 240 Prerequisite is ENGL 123.

Course Goals

This course is designed to introduce students to the tools and processes that have enabled the creation of various forms of communication across time and space. Students will analyze how culture shapes and is shaped by the technologies humans use to communicate. Additionally, students will evaluate the technologies they use as modern communicators.

Student Learning Outcomes

1. Explain the historical (including socioeconomic, cultural, and political) contexts that have informed the development and use of various communication technologies.
2. Identify and describe the processes of textual production over the last three millennia.
3. Apply a comparative analytical approach to reading across the distinctive and shared trends in the emergence of communication technologies across time and space.
4. Describe the culturally-specific impact of communication technologies in both ancient and modern periods.
5. Evaluate the communication technologies available to communicators and assess potential the impact of material form on the production and reception of messages.

Grading

Scale	Grade
90 - 100	A (Superior)
80 - 89	B (Above Average)
70 - 79	C (Average)
60 - 69	D (Below Average)
0 - 59	F (Failure)

Evaluation Items & Weights

Journals and Group Case Studies	10%
Discussions	20%
Micro-History Assignments	15%
Explore & Curate	20%
Project Related Assignments	10%
Curated Exhibit Project	20%
Total	100%

Journals and Group Case Studies

In Modules 4 and 6, you will work in groups to learn about a significant historical moment in communication technology. Then, your group will develop a 5-7 minute presentation to teach the rest of the class about this aspect of communication history. Your instructor will assign the groups in Module 3, and you will work with the same group members for both the Module 4 and Module 6 assignments. After you complete each group case study, you will have the opportunity to reflect and make connections between your group's presentation and what you learned from the other groups.

Discussions

In nearly every module, you will participate in a discussion blog forum with your classmates and instructor. The discussion questions will be provided in each module's blog forum. In most modules, you will need to choose a question to respond to with a well-thought-out blog post. You should aim for at least a couple of well-developed paragraphs in your initial blog post (~200 words). You will also need to respond to at least two classmates' blog posts, and instructions for these responses will be provided. Not only should these questions generate some dynamic exchanges, but they should also help you delve a bit deeper into the course materials.

Micro-History Assignments

While this course covers many significant time periods and innovations in the history of human communication, we will not be able to study all of the technologies humans have developed to communicate with one another. The micro-history assignments, due in Modules 3 and 7, are your opportunity to branch out from the technologies we have studied as a full class, or to dig a little deeper into a method of communication we have studied but that you'd like to know more about. Each micro-history will need to be about five double-spaced pages in length (not counting a title or references pages) and will

require you to do some research about a particular technology of your choice. Suggested technologies will be provided for each of the micro-history assignments.

Explore & Curate

Archives and museum exhibits are an important part of studying the history of communication technology. In Modules 1-5, and 8, you will be directed to digital archives that house artifacts related to the module's topics. You will select artifacts that interest you and contribute them to our course museum, the Museum of Communication Technologies. This course museum will grow over the 9-week term based on your contributions. We will use Blogger to house the Museum of Communication Technologies. Please review The Museum of Communication Technologies page in the Course Specific Information module to learn more about this platform.

Project Related Assignments

Your final project in this course is a Curated Exhibit in the Museum of Communication Technologies. To support this endeavor, you will submit a project proposal in Module 5 that identifies your exhibit's topic and outlines some plans for successfully completing the exhibit. In Module 8, you will submit a rough draft of your exhibit and curatorial statement to be reviewed by two of your peers.

Curated Exhibit Project

For your final project in this course, you will put to the test the curatorial and historicizing skills you have practiced in the Explore and Curate and Micro-History assignments. You will create a full exhibit within the Museum of Communication Technologies, consisting of multiple artifacts that, when arranged together, adhere to a central theme or topic. In constructing this exhibit, you will need to determine the arrangement of the artifacts (i.e., in what order are they meant to be viewed by a museum visitor?) and provide detailed information about each artifact's source and origin. You will also compose a curatorial statement and finding aid, a 5-6 page (not including title or references pages) document that employs research to explain the significance of the artifacts and your overall exhibit.

Disability and Special Needs

ERAU-WW is committed to the success of all students. It is a University policy to provide reasonable accommodations to students with disabilities, who qualify for services. If you would like to request accommodations due to a physical, mental or learning disability, please contact the Disability Services Support Office at 386-226-7334 or via email at wwdss@erau.edu. ALL DISCUSSIONS ARE CONFIDENTIAL.

Additional Information

APA Format

Go to the [APA website](#) for additional information about the *American Psychological Association Publication Manual*.

Library

Embry-Riddle Aeronautical University has one of the most complete library collections of aviation-related resources in the world. The Hunt Library is the library for all Worldwide students regardless of location. For help finding resources for your assignment, project, or topic, or to learn more about the library services available to you, please contact our librarians using the following information:

- [Hunt Library Worldwide: Information, Services, Help](#)
 - [Library Basic Training](#)
 - [Ask-a-Librarian](#)
 - [Library Hours](#)
- Contact Information
 - Email: library@erau.edu

Title IX

[Title IX of the Education Amendments of 1972](#) ("Title IX") is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX.

The Title IX Office oversees compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the University Sexual Misconduct policy. Policy violations can include sexual harassment or sexual violence,

such as rape, sexual assault, sexual misconduct, sexual battery, sexual coercion, and stalking.

Anyone **may** report suspected or known violations directly to the Title IX Office. However, there are certain persons / offices who **must** report incidents to the Title IX Office (mandatory). Those are Campus Safety & Security, Dean of Students (or designee), Vice President of Human Resources (or designee). Please refer to the policy and/or contact the Title IX Office for more specifics related to filing a report.

Title IX Office

Phone: 386/226-6677; 386/481-9131; 386/241-1881

Email: wwtitle9@erau.edu or meyerspa@erau.edu

Website: <https://worldwide.erau.edu/administration/diversity>

Form: [Online Complaint Form](#)

Course Policies

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will involve imposing sanctions which may include, but are not limited to, a failing grade on the assignment, a failing grade in a course, suspension, or dismissal from the University, upon students who commit the following academic violations:

1. Plagiarism: Presenting the ideas, words, or products of another as one's own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source. Reuse or resubmission of a student's own coursework if previously used or submitted in another course, is considered self-plagiarism, and is also not allowed under University policy.
2. Cheating: A broad term that includes, but is not limited to, the following:
 1. Giving or receiving help from unauthorized persons or materials during examinations.
 2. The unauthorized communication of examination questions prior to, during, or following administration of the examination.

3. Collaboration on examinations or assignments expected to be, or presented as, individual work.
4. Fraud and deceit, that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Note: The Instructor reserves the right to use any form of digital method for checking plagiarism. Several electronic systems are available and other methods may be used at the Instructor's discretion.

Online Learning

This course is offered through Embry-Riddle Online (Canvas) and runs nine (9) weeks. The first week begins the first day of the term and ends at midnight EDT/EST (as applicable) seven days later. Please note that all assignments, unless otherwise indicated, are due by 11:59p.m. EDT/EST on the date shown. Success in this course requires in-depth study of each module as assigned, timely completion of assignments, and regular participation in forum discussions.

Late work should be the exception and not the rule and may be downgraded at the discretion of the Instructor, if accepted at all. Unless all work is submitted, the student could receive a failing grade for the course. Extensions may be granted for extenuating circumstances at the discretion of the Instructor and only for the length of time the Instructor deems appropriate. The most important element of success in an online course is to communicate with your Instructor throughout the term.

Conventions of "online etiquette," which include courtesy to all users, will be observed. Students should use the Send Message function in Canvas for private messages to the Instructor and other students. The class discussion forums are for public messages.

It is highly recommended that students keep electronic copies of all materials submitted as assignments, discussion posts and emails, until after the end of the term and a final grade is received. When posting responses in a discussion forum, please confirm that the responses have actually been posted after you submit them.

Course Specific Policies

Late Work Policy: All course work is expected to be completed on time and should be submitted before 11:59 PM ET on the date indicated in the Course Schedule below. Unless otherwise specified in this document, late work will be downgraded 10% for each day it is past due, up to 5 days beyond the deadline. After that, a permanent score of zero (0) will be entered in the Canvas Grades area (Note: please look in the “Assignments” section of the syllabus for more instructions). Please coordinate with the instructor as soon as possible if you know your assignment will be late. In some special cases, a penalty-free extension might be granted if you provide your expected date of submission in addition to the reason you cannot make the deadline (expect to provide supporting documentation). Keep in mind that you are always allocated a sufficient time to complete your assignments, so difficulties encountered less than 24 hours prior to the deadline will not be viewed in a favorable light.

Exceptions: Instructors may choose to develop and implement their own policies regarding the following:

1. Discussion boards (initial posts and replies to classmates)
2. Assignments submitted after the last class day
3. Assignments submitted using third-party integrations

Any such deviations must be clearly posted in the announcements, instructor bio, and online office (as well as any other appropriate location).

Course Schedule

Module 1 - History, Communication, and Technology

Discussion: Let's Start Communicating!

Resources

Discussion Blog: Techno-Literacy Narrative

Explore & Curate: Introduction to Archives

Module 2 - Writing without Paper

Resources

Discussion Blog: Drawing on Walls and Writing on Tablets

Explore & Curate: Writing without Paper

Module 3 - Manuscript Cultures

Resources

Discussion Blog: Manuscript Cultures

Explore & Curate: Archives as Communication Technologies

Assignment: Micro-History # 1

Module 4 - Print Cultures

Resources

Group Case Study: Print Cultures

Journal: Comparing Print Revolutions

Explore & Curate: Manuscripts and Early Printed Books

Module 5 - Communicating with Sound

Resources

Discussion Blog: Periodicals and Telegraphs

Explore & Curate: Old Time Radio

Curated Exhibit Project: Project Proposal

Module 6 - Communicating with Visuals

Resources

Group Case Study: Power and Control in Visual Communication

Journal: Ethics and Power in Visual Communication

Module 7 - Early Internet Histories

Resources

Discussion Blog: Early Internet Histories

Assignment: Micro-History # 2

Module 8 - Remix and Remediation

Resources

Discussion: Remix and Originality

Explore & Curate: Remix and Remediation

Curated Exhibit Project: Draft and Peer Review

Module 9 - Looking Back, Looking Forward

Discussion Blog: The Past and Future of Communication Technologies

Curated Exhibit Project: Final Submission

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By: Meghan Velez

Summary

- Before you begin the course, read the Important Course Information and other items in the Start Here module. If you have any questions, please contact your instructor.
- Visit the Modules area for an overview of the course structure and direct navigation to all course content.
- All assignments due by 11:59 pm ET.

Date Due	Name (link)	Event Type	Points
8/14	Module 1 - Discussion: Let's Start Communicating!	Discussion	100
8/14	Module 1 - Explore & Curate: Introduction to Archives	Assignment	100
8/14	Module 1 - Discussion Blog: Techno-Literacy Narrative	Discussion	100

Date Due	Name (link)	Event Type	Points
8/21	Module 2 - Explore & Curate: Writing without Paper	Assignment	100
8/21	Module 2 - Discussion Blog: Drawing on Walls and Writing on Tablets	Discussion	100
8/28	Module 3 - Discussion Blog: Manuscript Cultures	Discussion	100
8/28	Module 3 - Assignment: Micro-History # 1	Assignment	100
8/28	Module 3 - Explore & Curate: Archives as Communication Technologies	Assignment	100
9/4	Module 4 - Explore & Curate: Printed Texts	Assignment	100
9/7	Module 4 - Group Case Study: Print Cultures (GRC)	Discussion	100
9/7	Module 4 - Journal: Comparing Print Revolutions	Assignment	100
9/11	Module 5 - Discussion Blog: Periodicals and Telegraphs	Discussion	100
9/11	Module 5 - Explore & Curate: Old Time Radio	Assignment	100
9/13	Module 5 - Curated Exhibit Project: Project Proposal	Assignment	100
9/18	Module 6 - Journal: Ethics and Power in Visual Communication	Assignment	100
9/21	Module 6 - Group Case Study: Power and Control in Visual Communication (GRC)	Discussion	100
9/25	Module 7 - Discussion Blog: Early Internet Histories	Discussion	100

Date Due	Name (link)	Event Type	Points
9/25	Module 7 - Assignment: Micro-History # 2	Assignment	100
10/2	Module 8 - Curated Exhibit Project: Draft and Peer Review	Assignment	100
10/2	Module 8 - Discussion Blog: Remix and Originality	Discussion	100
10/2	Module 8 - Explore & Curate: Remix and Remediation	Assignment	100
10/9	Module 9 - Discussion Blog: The Past and Future of Communication Technologies	Discussion	100
10/9	Module 9 - Curated Exhibit Project: Final Submission	Assignment	100
	Student Lounge	Discussion	0
	Online Office	Discussion	0