

**COMMUNICATION STUDIES 30233:
Social Networking Sites & Personal Relationships
TR 2:00-3:20 PM, Moudy South 342, Class #70905**

Syllabus, Fall Semester 2016

Instructor: Dr. Andrew Ledbetter

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Office Hours: TR 9:30-11:00 AM; W 9:00-10:00 AM; other times by appointment. When possible, please e-mail me in advance of your desired meeting time.



Course readings are available through Pearson LearningStudio (i.e., eCollege; see schedule below for assigned readings and dates).

Course Description

*“New technologies come and go but the human context within they are used remains . . .”
-- Hameet Sawhney, Communication Monographs (2007)*

The study of ‘new’ communication technology is no longer new. Indeed, the idea that some scholars still call it ‘new’ is probably strange to you, because if you’re the same age as the average TCU student (18-23 years old), you’ve grown up with advanced computer technology as part of your day-to-day life. This course is about how communication technology intersects with our interpersonal relationships in both personal and professional contexts.

This course enters this discussion via the term *social networking sites*. As used here, this term is construed broadly, referring to both the relatively recent adoption of sites for articulated social connection like Facebook and Twitter, yet also realizing that “sites” for “social networking” far predate the development of any form of computer technology. Thus, we will seek to understand current use of these sites in light of both theory and history—with a particular eye toward how you can use them effectively in your life, and specifically in your personal and professional relationships. As such, by the end of this course, you will be able to:

Course objective	How you’ll demonstrate it to me
Reflect on how changes in technology shape communication in personal and professional contexts.	Tweeting
Report and identify key strands of theoretical understanding in the field of interpersonal computer-mediated communication technology, including strengths and weaknesses of these theoretical perspectives.	Exams
Critically evaluate the extent to which your use of social networking sites meets your personal and professional goals.	Social media audit assignment

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COURSE REQUIREMENTS & POLICIES

1. **WARNING:** Whoa. Why am I beginning this course with a warning? Because I want you to know, up front, that I've designed this course to be fun, thought-provoking... and very, very intellectually demanding.

Following this course's focus on social media, I'd like to direct your attention to one anonymous student's evaluation of this course on ratemyprofessors.com:

“If you are taking this class just to have an upper division credit, I wouldn't recommend it. His tests are super difficult. There's only one book, but read it otherwise you won't do well. There's a group project he did for the first time and if you don't do it all semester your grade will be terrible. This class is hard!”

Notice I've bolded this comment and put it in 16-point font. I've replaced the group project with an individual paper (which you better plan ahead for, unlike this student did with the group project #duh #obvious), and swapped the book for other readings, but everything else in this comment is true.

This is an upper-level elective seminar course. That means that I expect a few things from you. Specifically, let's unpack what those adjectives mean:

- (a) **UPPER-LEVEL:** It's going to be tough. Skimming the readings won't be enough. You will have to **THINK** about them. Cramming for exams and papers won't be enough. You'll have to plan ahead. This course will demand the best of your intellectual ability – consistent with the reputation of Texas Christian University, the Bob Schieffer College of Communication, and the nationally renowned Department of Communication Studies.
- (b) **ELECTIVE:** You are here of your own free choice. This course does not meet any TCU Core requirement. You can take many other courses to fulfill hours toward the communication major or minor. I assume you are here because the subject matter of the course interests you. I teach it because it interests me a great deal. If the subject matter doesn't interest you, I **STRONGLY** suggest dropping this course immediately and enrolling in a course that does interest you.
- (c) **SEMINAR:** A “seminar” is not a “lecture.” I will come to class with material to discuss and things to teach. However, I do not expect to talk *at* you. Rather, I am coming to talk *with* you. A “seminar” means that *everyone has read the material for the day* and that *everyone is prepared to discuss and critique those readings*. Many of these readings will be challenging, presenting you with new ideas and abstract theoretical concepts. If you are not prepared to engage seriously with that level of reading, I **STRONGLY** suggest dropping this course immediately.

If you have a “*gulp*” reaction to the above, I don't blame you. But, I'd also like to reframe this for you: I haven't designed the course this way to be a mean, nasty prof. Instead, the above characteristics are precisely why the course will help you grow. By the end of this semester, you will have seriously wrestled with theoretical and practical concerns regarding technology that will influence you for the rest of your life. That will help you make better choices about how you use technology, as well as equip you to live a personal and professional world filled with mediated communication. And although you may not feel it right now, I think you'll come to see that serious intellectual reflection on important topics is a lot of fun!

2. **Class Attendance and Participation:** In college courses, I don't believe in awarding points based on attendance—your voluntary presence at a university and enrollment in this course suggests to me that you have a passionate interest in learning this material! Why else would you (or someone else) be paying (an exorbitant \$56k a year) to come to college? However, I do believe that course attendance is the best and easiest way to learn the course material and thus earn a good grade in this course. As a teacher, I commit to making class time valuable for you as a student. Likewise, I hope you will feel that coming to class is a valuable use of your time!

For the good of others in the class, if you are engaging in any behavior that is disruptive to me or other students, I will ask you to stop such behavior. If you do not do so, you will be asked to leave the class for the day.

3. **Deadlines:** All written work is due **electronically** (as specified in the assignment sheets). To be clear, unless otherwise instructed, **DO NOT SUBMIT A HARDCOPY OF AN ASSIGNMENT**. I will accept late work, but an assignment's tardiness will influence how I read and grade the assignment. As a general rule, assignments turned in within 24 hours of the due date will receive approximately half credit, and assignments submitted over 24 hours late will receive minimal or no credit.

I understand that legitimate situations arise when work cannot be submitted on time (such examples include serious illness, death of a family member or close friend, jury duty, cultural and religious holidays, and university-sponsored events such as participation on a sport team). If such a situation arises, please notify me **as soon as possible!** Specifically, for situations that can be anticipated in advance (e.g., a religious holiday), you should notify me sometime during the first week of class. My willingness to grant an extension will be based on (a) the legitimacy of the situation (including ability to document it upon request) and (b) your timeliness in notifying me of it.

4. **Writing Quality:** Assignments are expected to reflect university-level writing quality. In other words, spelling, organizational, and grammatical errors will **greatly reduce** your final grade. I strongly encourage you to think about self-presentation and impression formation as you put together your written and presentational assignments. This is especially so given that some of the assignments, such as the blog posts, will be posted publicly. If you desire writing assistance, you may want to check out TCU's Center for Writing (<http://www.wrt.tcu.edu/>).

5. **Academic Misconduct:** TCU's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community." The ideals of ethics and responsibility are completely incompatible with academic misconduct. Academic misconduct includes, but is not limited to, cheating on tests, presenting someone else's assignment or paper as your own work, and not documenting papers with the source of word-for-word or paraphrased material. **Please also note that TCU's academic misconduct policy forbids submitting the same paper (or portions thereof) to multiple classes without prior instructor approval.** You can find a more extensive definition of academic misconduct at TCU in the Student Handbook, http://www.studenthandbook.tcu.edu/student_handbook.pdf. The master syllabus also contains information about what constitutes academic misconduct in this course and at TCU. In this course, paying money to another student currently in the course for information such as class notes, completed review sheets, and so forth is considered a form of academic misconduct.

If you have questions concerning what constitutes academic misconduct, please discuss this with me. Not knowing the definition of academic misconduct does not excuse you from the consequences. **In this course, any form of academic misconduct will result in automatic failure (i.e., grade of "F") for the relevant assignment(s) and recommendation to the academic dean that the offender be dropped immediately from the course with a grade of "F". In a group project, all project members will, by default, receive the same penalty.** TCU's undergraduate and graduate catalogs provide information about appeal procedures in cases of alleged academic misconduct.

6. **Turnitin.com:** Consistent with item #5 (Academic Misconduct), I reserve the right to examine submitted work using the turnitin.com plagiarism detection service.
7. **Electronic Devices:** Ah... this gets interesting for this course. ☺ I've done research with Dr. Finn on how instructors regulate technology use in the classroom. Our findings have revealed that students **want** instructors to regulate technology in the classroom. Specifically, students want instructors to permit technology use for academic purposes, but restrict use for social purposes. So, my general rule is: Use of electronic devices is permitted in this class **for academic purposes only**.

The challenge with this course is: This is a course about social use of technology. So, what constitutes “academic purposes” is, arguably, rather broad. Obviously, you may use a laptop or tablet to take class notes, consult course web material, and for other instructionally-relevant purposes. If you have your cell phone out, and you're tweeting or instagramming or snapchatting or facebooking about the class—awesome! Go for it! But if you're using it to chat with your mom or arrange plans for dinner with your roomies afterward, that's crossing the line. Likewise, if you're accessing Facebook on your laptop because you're considering how elements of the site's design connect to the theories we're discussing in class—great! But if you're on Facebook to check out your friend's vacation photos, that's crossing the line, too.

So, let's all agree as a class that one of our reasons for taking this class is to *learn to use technology responsibly*. That starts by how we conduct ourselves in class. I'm not going to be a “technology cop,” but if I see you using technology in a way that interferes with my teaching or your peers' learning, I will ask you to stop. In contrast, I especially encourage you to use technology in ways that enhance your learning or the learning of others. On exam days, use of electronic devices is prohibited unless otherwise specified.

8. **Recording Class Sessions:** Class sessions contain my own and others' intellectual property. Except when I have granted prior written approval, recording audio or video from class sessions is prohibited and will be treated as academic misconduct (see #5).
9. **E-mail Availability:** During the weekday, I generally (though not always) check my e-mail frequently between the hours of 9 AM and 4 PM. I may not respond quickly to your e-mail outside of this timeframe.
10. **Grade discussion and changes (“24/7 policy”):** If you have questions about any grade you receive in the course, I am more than willing to discuss your grade with you! However, I find that such discussion tends to be more effective after some time has passed since when you learned your grade—thus, I have a “24/7” grade discussion policy. Unless the issue is minor, I ask that you please refrain from discussing your grade with me until after 24 hours have elapsed after receiving the graded copy of your assignment. After that point, you have one week (7 days) to discuss your grade. After that week has elapsed, the grade is final and will not be changed for any reason. Note that the 24/7 policy does not preclude your right to initiate a grade appeal according to procedure outlined in the TCU Student Handbook (http://www.studenthandbook.tcu.edu/student_handbook.pdf; pp. 26-27). (For grade changes on assignments/exams at the end of the term, please see the note below.)

Grade changes for completed assignments are rare. Such changes only will occur when, with clear, logical argumentation, you can show me that the grade I assigned is inconsistent with the expectations laid out in the assignment sheet and rubric, the course materials (e.g., the readings), and your submitted work. **Grade changes will NEVER be given based on external circumstances (e.g., loss of scholarship money or ability to graduate), the amount of effort invested in the assignment (grades are assigned by the quality of the submitted work, not effort), or simple desire (e.g., wanting to earn a “B”).**

Please also note: Individual requests for extra credit will always be denied. If extra credit is available, it will be offered to the entire class.

11. **Communication with parents:** In high school, your parents had complete access to your academic record. As a college student (and for most of you, as legal adults), by federal law that is no longer the case. The

Family Educational Rights and Privacy Act (FERPA; also known as the Buckley Amendment), passed in 1974, requires that colleges and universities keep your academic records private, even from your parents, unless you give consent. For information on TCU's compliance with FERPA, and how to grant your parents or others access to your academic information, see <http://www.reg.tcu.edu/privacy.asp>.

Please also note that waiving FERPA restrictions for a parent (or another person) only means that a professor may discuss your grade with the parent—it does not require a professor to do so. As a general rule, I will not discuss your academic performance in this class with your parents or other individuals, even if you have waived your FERPA rights. You are an adult, and I believe that your personal growth as an adult will only occur as you take initiative and responsibility for your own academic career, including discussing concerns with me in a timely fashion. If you do have questions about your academic record in this class, of course I am more than happy to speak with you individually about them.

- 12. Changes to the Syllabus:** Although I've made every effort to craft this syllabus as accurately as possible, sometimes unforeseen events arise, including but not limited to inclement weather days, instructor illness, relevant current events that merit class discussion, or the availability of guest speakers. I reserve the right to make changes in the syllabus as the semester progresses, including but not limited to changes in the course schedule, grading criteria, and attendance policies. Such changes will be communicated to you in three ways: (a) by e-mail, (b) announcement in class, and (c) posting of the revised syllabus on eCollege. You are responsible to check your e-mail, attend class, and visit eCollege to receive such announcements.

In all cases, the most recent version of the syllabus posted on eCollege supersedes all previous versions. Also, a change in one section and/or policy of the syllabus does not invalidate any other section and/or policy of the syllabus. Likewise, if one section and/or policy of the syllabus is found to be invalid by a university or legal authority, that decision shall apply to that section and/or policy of the syllabus only, and the validity of the remainder of the syllabus shall remain intact.

- 13. Disability Statement:** Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

- 14. TCU Campus Resources for Students:** Many resources exist on the TCU campus that may be helpful to students: Mary Coats Burnett Library (257-7117); Center for Academic Services (257-7486, Sadler Hall, 1022); the William L. Adams Writing Center (257-7221, Reed Hall 419); Student Development Services (257-7855, BLUU 2003); and Office of Religious & Spiritual Life (257-7830, Jarvis Hall), Campus Life (257-7926, Sadler Hall 2006), and the Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

Course Assessment

Tweeting (50 points) – For this course, you will use Twitter to tweet comments and observations about course readings. During the first class, we will cover how to use and access Twitter. If you already have an account, you may use your own as long as your tweets are not protected (if they are, you will need to either unprotect your tweets or create a new unprotected account for use in this class). Please send me the Twitter handle you will use for class tweets by the third day of class (Tuesday 8/30).

The goal of the tweets is to say something meaningful and contribute to an ongoing conversation. Therefore, you don't have to necessarily tweet your own original comment—your tweet could be a reply to someone else's tweet. Relevant retweets help too (but you should do more than just retweet). All tweets should contain the hashtag #tcusns—that's how I will track them when grading. You are expected to tweet at least five times during the course of the semester. At five deadlines over the course of the semester, I will assign a grade (0-10 points) for your tweeting, for a maximum of 50 points over the course of the semester.

Social media audit (150 points) – You will write a paper analyzing your current use of social media, setting goals for improvement, and analyzing the achievement of those goals. See the assignment sheet for more information.

Exams (3 exams, 100 points each) – You will complete three exams. The exams will feature a mix of true/false, matching, multiple choice, and short answer questions.

Grading

There are 500 points possible, with the grade breakdown as follows:

<p>Excellent Work: A = 465-500 points A- = 450-464 points</p> <p>Good Work: B+ = 435-449 points B = 415-434 points B- = 400-414 points</p> <p>Satisfactory Work: C+ = 385-399 points C = 350-384 points</p>	<p>Poor Work: D+ = 335-349 points D = 315-334 points D- = 300-314 points</p> <p>Failing Work: F = 0-299 points</p>
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Please note:

- “A”- and “B”-quality work goes above and beyond the formal requirements/expectations of an assignment; in other words, an “A” or a “B” is an above-average grade. “C”-quality work meets the expectations for the assignment; in other words, “C” is an average grade. “D”- and “F”-quality work fails to meet the expectations for the assignment; they are below-average grades. For more information about the formal requirements/expectations for major course assignments, see the course eCollege site.
- Because “A” and “B” grades are above-average, many students will not receive them. **Do not take this course with the expectation of an easy A or B.**
- After the final course exam, you cannot complete additional work in order to increase your grade.
- To be fair to all students, I will not round point totals up or down at the end of the semester. **In other words, the point breakdown listed here is the standard for determining grades for everyone in the course.** Please also note that grades are assigned by points, *not* by percentages.
- If you wish to discuss grades for work that was completed and graded at the very end of the course (e.g., the final exam), I am more than happy to do so; however, such discussion and review may have to wait for the start of the next major (i.e., Fall or Spring) academic term.

TENTATIVE COURSE SCHEDULE

Date	Course Content	Assignments
T 8/23	Course introduction and syllabus discussion	
R 8/25	<p>Introduction to social media</p> <p>Kelly, M. M. (2013). Aristotle wouldn't friend you on Facebook. <i>Wall Street Journal</i>, p. A14. http://online.wsj.com/article/SB10001424127887324767004578487211194059582.html</p> <p>Responses to her column: http://online.wsj.com/article/SB10001424127887324787004578495403744363998.html</p>	
T 8/30	<p>Old" communication technology</p> <p>Litoff, J. B., & Smith, D. C. (1990). "Will he get my letter?": Popular portrayals of mail and morale during World War II. <i>Journal of Popular Culture</i>, 23, 21-43.</p> <p>Lasar, M. (2010). "Keep the mustache out of the opening": A history of phone etiquette. <i>Ars Technica</i>. http://arstechnica.com/tech-policy/2010/08/what-would-emily-post-say-about-droids-in-cafes/</p>	
R 9/1	<p>Social influence vs. technological determinism</p> <p>Hughes, T.P. (1996). Technological momentum. In M.R. Smith and L. Marx (Eds.) <i>Does technology drive history? : The dilemma of technological determinism</i>, (pp. 101-114). Cambridge, MA: MIT Press.</p>	
T 9/6	<p>Information theory</p> <p>Griffin, E. (1997). "Information theory of Claude Shannon & Warren Weaver." In <i>A First Look at Communication Theory</i> (3rd ed.). McGraw-Hill: New York.</p>	
R 9/8	<p>The strength of weak ties</p> <p>Granovetter, M. S. (1973). The strength of weak ties. <i>American Journal of Sociology</i>, 78, 1360-1380.</p>	Tweeting Deadline #1
T 9/13	<p>Uses & gratifications theory</p> <p>Griffin, E., Ledbetter, A., & Sparks, G. (2015). "Uses & gratifications theory of Elihu Katz." In <i>A First Look at Communication Theory</i> (9th ed.). McGraw-Hill: New York.</p>	

R 9/15	McLuhan & media ecology Griffin, E., Ledbetter, A., & Sparks, G. (2015). "Media ecology of Marshall McLuhan." In <i>A First Look at Communication Theory</i> (9 th ed.). McGraw-Hill: New York.	
T 9/20	Media richness theory Daft, R. L., Lengel, R. H., & Trevino, L. K. (1987). Message equivocality, media selection, and manager performance: Implications for information systems. <i>MIS Quarterly</i> , 11, pp. 355-366.	
R 9/22	Lack of social context cues pp. 1492-1497 of Sproull, L., & Kiesler, S. (1986). Reducing social context cues: Electronic mail in organizational communication. <i>Management Science</i> , 32.	
T 9/27	Exam #1 (covers material from 8/23 to 9/20)	
R 9/29	Social information processing theory & the hyperpersonal effect Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. <i>Communication Research</i> , 23, 3-43.	Tweeting Deadline #2
<u>THEORIES OF PERSUASION</u>		
T 10/4	Time displacement hypothesis Benedetti, W. (2007, Aug. 22). Game widows grieve 'lost' spouses. <i>NBC News</i> . http://www.nbcnews.com/id/20397322/ns/technology_and_science-games/t/game-widows-grieve-lost-spouses/#.UbolSodiDE0	
R 10/6	Impression management model NO READING. You've read a lot of tough stuff so far! But if you want to take a peek at what we'll discuss, you can read: O'Sullivan, P. B. (2000). What you don't know won't hurt <i>me</i> : Impression management functions of communication channels in relationships. <i>Human Communication Research</i> , 26, 403-431.	
T 10/11	FALL BREAK: NO CLASS	
R 10/13	Media multiplexity theory Ledbetter, A. M. (2015). Media multiplexity theory: Technology use and interpersonal tie strength. In D. O. Braithwaite & P. Schrodtt (Eds.), <i>Engaging theories in interpersonal communication</i> (2 nd ed., pp. 357-370). Thousand Oaks, CA: Sage.	

<p>T 10/18</p>	<p style="text-align: center;">Online communication attitude</p> <p>NO READING. Again... you've read a lot of tough stuff so far! But if you want to take a peek at what we'll discuss, you can read:</p> <p>Ledbetter, A. M. (2009). Measuring online communication attitude: Instrument development and validation. <i>Communication Monographs</i>, 76, 463-486.</p>	<p style="text-align: center;">Tweeting Deadline #3</p> <p style="text-align: center;">First social media audit paper due</p>
<p>R 10/20</p>	<p style="text-align: center;">Signaling theory</p> <p>Donath, J. (2007). Signals in social supernets. <i>Journal of Computer-Mediated Communication</i>, 13, 231-251.</p>	
<p>T 10/25</p>	<p style="text-align: center;">Extruded media</p> <p>Ryan, <i>A History of the Internet and the Digital Future</i>, chs. 10 & 11</p>	
<p>R 10/27</p>	<p style="text-align: center;">Exam #2 (covers material from 9/22 to 10/20)</p>	
<p>T 11/1</p>	<p style="text-align: center;">Mobility</p> <p>Humphreys, L. (2005). Cellphones in public: Social interactions in a wireless era. <i>New Media & Society</i>, 7, 810-833.</p>	
<p>R 11/3</p>	<p style="text-align: center;">Privacy</p> <p>Kanter, M., Afifi, T., & Robbins, S. (2012). The impact of parents "friending" their young adult child on Facebook on perceptions of parental privacy invasions and parent-child relationship quality. <i>Journal of Communication</i>, 62, 900-917.</p>	
<p>T 11/8</p>	<p style="text-align: center;">OUT-OF-CLASS WORKDAY FOR AUDIT PAPER #2 (NATIONAL COMMUNICATION ASSOCIATION CONVENTION)</p>	
<p>R 11/10</p>	<p style="text-align: center;">OUT-OF-CLASS WORKDAY FOR AUDIT PAPER #2 (NATIONAL COMMUNICATION ASSOCIATION CONVENTION)</p>	
<p>T 11/15</p>	<p style="text-align: center;">Relationship maintenance</p> <p>Beck, J. (2015). How friendships changed in adulthood. <i>The Atlantic</i>, http://www.theatlantic.com/health/archive/2015/10/how-friendships-change-over-time-in-adulthood/411466/</p>	<p style="text-align: center;">Tweeting Deadline #4</p>
<p>R 11/17</p>	<p style="text-align: center;">Professional use</p> <p>OPTIONAL READING: Stewart, D. R., & Coleman, C. A. (2013). Legal and ethical use of social media for strategic communicators. In H. S. N. Al-Deen & J. A. Hendricks (Eds.), <i>Social media and strategic communications</i> (pp. 180-198). New York: Palgrave Macmillan</p>	

<p>T 11/22</p>	<p style="text-align: center;">Online gaming</p> <p>Steinkuehler, C. A., & Williams, D. (2006). Where everybody knows your (screen) name: Online games as “third places.” <i>Journal of Computer-Mediated Communication</i>, 11, 885-909.</p>	
<p>R 11/24</p>	<p style="text-align: center;">THANKSGIVING BREAK: NO CLASS</p>	
<p>T 11/29</p>	<p style="text-align: center;">The future of disconnection</p> <p>Jordan K. Turgeon, on quitting social media for 30 days:</p> <p>http://www.huffingtonpost.com/jordan-turgeon/quit-social-media_b_4519567.html</p> <p>http://www.huffingtonpost.com/jordan-turgeon/quit-social-media_b_4655024.html</p> <p>http://www.huffingtonpost.com/jordan-turgeon/quit-social-media_b_4756214.html</p>	
<p>R 12/1</p>	<p style="text-align: center;">The future of surveillance</p> <p>Greenwald, G. (2013, June 6). “NSA collecting phone records of millions of Verizon customers daily.” <i>The Guardian</i>.</p> <p>Feinstein, D. (2013, Oct. 13). “The NSA’s watchfulness protects America.” <i>The Wall Street Journal</i>.</p> <p>Paul, R., Kibbe, M., & Cuccinelli, K. (2014, Feb. 12). “Exclusive: Stop the NSA while we still can.” <i>CNN</i>.</p>	<p style="text-align: center;">Second social media audit paper due</p>
<p>T 12/6</p>	<p style="text-align: center;">The future of social media and you</p> <p>McFarland, M. (2016, Aug. 15). The tattoo that controls a smartphone may be a glimpse of the future. <i>CNN Money</i>, http://money.cnn.com/2016/08/15/technology/mit-tattoo/</p> <p>Eugenios, J. (2015, June 4). Ray Kurzweil: Humans will be hybrids by 2030. <i>CNN Money</i>, http://money.cnn.com/2015/06/03/technology/ray-kurzweil-predictions/</p> <p>Lewis, C. S. (1947). <i>The Abolition of Man</i>, pp. 67-71. New York: Macmillan.</p>	<p style="text-align: center;">Tweeting Deadline #5</p>
<p>T 12/13, 3:00-4:30 PM</p>	<p style="text-align: center;">The final exam (covering material from 10/25 to 12/6) will be held in our regular classroom, Moudy South 342.</p> <p>TCU schedules this final exam block from 3:00-5:30, but the time for the exam is only 1.5 hours. Thus, the exam will end at 4:30 PM.</p>	