

Instruction Booklet

INTERPERSONAL DIVIDE:

The Search for Community in a Technological Age



Contents

1. Introduction	3
<i>Book Uses</i>	
▪ As a Required Text	10
▪ As a Supplemental Text	13
▪ For Semester or Quarter Terms	14
▪ Personalizing the Text	15
2. Instruction Notes on Chapters	17
3. Syllabus Templates	68
▪ For Large Survey Class	68
▪ For Mid-Range Course	74
▪ For Workshops and Seminars	80
4. Sample Grading Documents	86
▪ Paper Assignment	86
▪ First Draft Grading Sheet	86
▪ Final Draft Grading Sheet	89
▪ Journal Assignment Instructions/Grading Sheet	90
5. Sample Multiple Choice Exam	91

1. Introduction

Interpersonal Divide: The Search for Community in a Technological Age was designed for use in the following disciplines: Speech Communication, Interpersonal Communication, Communication Studies, Technology Communication, Communication Theory, and Journalism and Mass Communication. Specifically, external reviewers recommended the text for the following classes, listed alphabetically:

Advanced Persuasion	Mass Communication Theory
Communication and Change	Mass Media and Society
Communication and Society	Media and Public Culture
Communication in Small Groups	Media Ethics
Communication Studies	New Media Studies
Computer-Mediated Communication	Organizational Communication
Cultural Studies in Mass Media	Perspectives on Human Communication
Current Issues in Communication	Persuasion
Family Communication	Popular Culture and Communication
Foundations of Communication Theory	Public Relations
Information Gathering	Readings in Communication Technology
Internet and Mass Communication	Seminar in Interpersonal Communication
Interpersonal Communication	Seminar in Mass Communication
Introduction to Speech Communication	Sociology of Communication
Journalism History	Special Topics in Communication

Because the text covers technology and mass media from an applied ethics perspective, *Interpersonal Divide* also can serve as a supplemental text in Philosophy, Sociology, Business, and interdisciplinary courses and seminars.

This booklet will help you use the text to its full potential to augment your new or existing courses. The goal is to personalize the text so that it supports *you* as the instructor of record. In upcoming sections the author emphasizes key lessons in *Interpersonal Divide* to augment your lectures, seminars, and presentations. You'll also find recommendations about instruction and content of lectures; three sample syllabus templates that you can revise to meet your specific needs for classes of varying enrollments, formats, and grade levels; several grading documents for paper and journal assignments; and sample exam questions based on each chapter of the text.

If you are just starting out in academe, or have been assigned to teach a class involving technology and society, you'll discover advice in this booklet that will ease your transition into the classroom or subject matter. If you are already an experienced teacher, you'll find methods to enhance your style and engage your students on a deeper level. In sum, the concepts about communication and community in *Interpersonal Divide*

are powerful when assigned as readings or introduced in lecture; but they become even more so when integrated properly into your new or existing class.

Interpersonal Divide documents the overselling of media and technology and the impact on our behavior when we spend too much time in virtual communication, from cell phones to Internet, rather than in real communities. That effect has been exacerbated by overconsumption of media, from cable television to gaming. These are pressing issues that intersect across the social science disciplines. A main thesis of the work concerns “the interpersonal divide,” a concept that illustrates what happens at work and at home when we communicate electronically with each other, instead of face to face. The text theorizes that information technology has blurred boundaries of home and work, affecting our value systems. The book charts mass media’s effect on society and relationships from the 19th Century to the present day, maintaining that corporate ecosystems have changed the nature of communication, further undermining our sense of community.

The intent of the work is to scrutinize media and technology and their collective impact on our conscience and consciousness. To accomplish that, *Interpersonal Divide* takes a critical look at what media

conglomerates promised society and what they delivered. To be sure, the book is meant to raise questions as much as awareness, augmenting class discussions and stimulating paper ideas and themes. You may disagree with central theses of the text, assign other books to put those theses in perspective, or otherwise challenge the work's theories and assumptions. That is part of the objective of *Interpersonal Divide*. After all, discussion and challenge are part of the interpersonal communication process, especially in survey classes and seminars.

The medium is the message, social critic Marshall McLuhan proclaimed in the 1960s, envisioning a global village. Instead, the text argues, we have inherited is a *global mall*. Marketing, rather than the pursuit of knowledge, has altered content in a way that McLuhan never foresaw in popular culture. The work revisits McLuhan and also expands upon the works of such authors as Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*; Neil Postman, *Technopoly: The Surrender of Culture to Technology*; Marie Winn, *The Plug-In Drug*; Manuel Castells, *The Power of Identity*; and Parker J. Palmer, *The Company of Strangers*, along with dozens of other works mentioned in a comprehensive bibliography.

The Interpersonal Divide has a distinct beginning and end. An introductory chapter charts the journey that your class will undertake, exposing them to key concepts. The first chapter introduces the concept of displacement in the global village, discussing how media and technology produce in many users an unfathomable feeling of isolation, even though they are connected, wired, and cabled to the entire world. Middle chapters document that isolation and assess its impact. Concluding chapters discuss how to live three-dimensionally in a high-tech media world:

- *linearly*, in time spent interacting meaningfully with others in community.
- *vertically*, in valued relationships that transcend race, sex, and class.
- *deeply*, in contributions made to community through those interactions and relationships.

To live otherwise, the book posits, is to be displaced by media and technology, both of which flatten our perception of the world. The final chapter discusses how we can “repatriate to the village”—to families, workplaces, and hometowns—by analyzing the role of technology and media in our lives.

That analysis investigates these topics:

- *Social displacement.* The text documents “the interpersonal divide” rather than the digital one, recounting the loss of social skills, thereby complicating our lives and relationships and intensifying the search for acceptance.
- *Historic benchmarks.* The work traces media history to show how other generations coped with similar problems during great technological change.
- *Mediated communication.* The work chronicles how each medium changes the message, resulting in our misinterpretation of motives, causing deep rifts at home and at work.
- *Conscience and consciousness.* The work assesses the impact on our psyche of social isolation, technological change, and loss of interpersonal skills and how these factors influence our personal and professional relationships.
- *Community and wellness.* The work focuses on the importance of community in establishing meaningful relationships in our lifelong quest for acceptance.

In a word, *Interpersonal Divide* challenges the instructor and students to expand on its investigations and analyses. The text pivots on certain hypotheses that will need to be explored, namely that people who

consume too much media and who overuse technology share the following commonalities:

- They sense but do not fully understand the impact of media and technology on their lives and relationships, which seem to have undergone great change in a short time.
- They feel displaced at home and at work because the boundaries separating both have become blurred, causing them to question basic roles in real environments.
- They are concerned about the lack of service in a service economy driven by marketing, which uses media and technology to automate human interaction.
- They sense a widening generation gap at school, work, and home and perceive that this, too, might be associated with misuse or overuse of media and technology.
- They sense but do not fully appreciate the importance of using electronic communication *correctly* to convey and receive messages.
- They value the role of community, either as a physical place or as a learning environment, and want to enrich that through residential or personal interaction.

Interpersonal Divide: The Search for Community in a Technological Age, provides information and data so that your students can analyze these pressing concerns through journal exercises, discussion and paper ideas, and suggested readings. Your role as instructor will be as catalyst, stimulating debate in the classroom and encouraging examination of behaviors at home and at work, justifying the adoption of this book as a required or supplemental text reaffirming the importance of interpersonal communication in maintaining community in a mediated world.

Book Uses

As a Required Text

Interpersonal Divide: The Search for Community in a Technological Age was designed as a required book containing nine chapters that:

1. Present a case for the interpersonal divide, discussing the impact of media and technology on society.
2. Analyze the impact of media and technology on social change, retracing media history to ascertain how previous generations coped with media expansion and technological invention.

3. Repatriate readers to the community, reaffirming the importance of physical place and interpersonal communication in addressing a wide array of social concerns in a high-tech media age.

Specific features of the text and this instruction booklet will inform you how to use the work for large survey classes, mid-range courses, and undergraduate and master's level seminars. *Interpersonal Divide* appeals to all segments because it is written in an engaging style meant to challenge the reader, raise questions as well as consciousness, and otherwise prepare learners for end-of-chapter journal exercises, paper and discussion ideas, and suggested readings. The exercises, ideas, and selected readings are meant to develop awareness about the importance of interpersonal communication in the high-tech media age. Certainly, the topic merits such attention, for media and technology are here to stay and will determine how we will live, interact, learn, and create in the future. Thus, students required to read *Interpersonal Divide* will also learn that face-to-face interaction—at home, work, school, and in public—remains the most powerful, authentic mode of communication. Your class will come away from this text seeking resolutions to bridge the interpersonal divide, realizing that people will influence the future direction of media and technology as much as they will influence people. As you can see, using

Interpersonal Divide as a required text provides the instructor with a wealth of information to facilitate that interaction and contribution.

To accomplish that, you can draw on personalized features of the work for large survey classes, mid-range courses, and senior level undergraduate and master's level graduate seminars. Three syllabus templates appear in Section 3 with assignment and grading suggestions for each of those three class formats. Here are course objectives:

- *Large Survey Classes.* The goal in these undergraduate classes is to teach the language of media and technology, along with basic interpersonal concepts and analysis of those concepts. As such, you can assign readings and test for basic understanding. (See Section 5 for multiple choice exam format.)
- *Mid-Range Courses.* Instructors can assign journal exercises at the end of each chapter in addition to scheduling examinations. (See Section 4 for instructions on journal exercises and a sample grading sheet.)
- *Senior-level Undergraduate and Graduate Seminars.* Instructors can assign journal exercises and papers to be submitted to the International Communication Association, the National Communication Association, and the Association for Education in

Journalism and Mass Communication. (See Section 4 for instructions and grading sheets for paper assignments.)

As a Supplemental Text

Interpersonal Divide can also be used to augment material in your existing interpersonal communication, speech communication, and/or journalism and mass communication text. All but a handful of such texts cover the impact of media and technology on society. Required texts on Internet and mediated communication need to be updated regularly because of rapid technological changes and the languages and theories used to describe them. Many texts end up using technical jargon that fails to engage students in supplemental readings. The approach in *Interpersonal Divide* is universal. Concepts expressed in the text have been thoroughly researched but are presented without an abundance of statistics, tables or numerical data that make universal ideas seem topical or obsolete. Jargon is eschewed for the same reason. Lexicons of media and technology change as rapidly as gadgets do. That is why, whenever possible, topics are defined generally rather than theoretically, engaging as many as possible in the conversation for as long a time as possible. In sum, *Interpersonal Divide* discusses media and technology that will be with us in current format for some time to come: mobile phones, television, personal

computers, Internet, and so on. The impact of those technologies will not change, even though the equipment that delivers them will.

You may wish to use *Interpersonal Divide* for the emphasis on applied ethics or for the interdisciplinary approaches. You also can use the text as a discussion-starter in your class or for the journal exercises at the end of each chapter, or for the paper ideas and suggested readings. These assignments can augment content of any existing text across the communication disciplines.

For Semester or Quarter Terms

Interpersonal Divide contains an introductory chapter and nine chapters and journal exercises and other assignments for a reason. It is intended to integrate into lesson plans and syllabi of both semester and quarter systems. Although class schedules vary, each 16-week or 10-week term features approximately the same number of lecture days, 25-30, with several days set aside for exams and/or presentations. You might notice that each chapter in the text is roughly the same number of pages. Typically, each chapter requires slightly less than three lecture days (2.7 days per chapter) to cover in a substantive manner. That leaves enough time for examinations, case studies, and two guest visits and/or

presentation slots. In the upcoming section, “Instruction Notes on Chapters,” you’ll find suggestions for class visits or guest presentations to augment content.

Personalizing the Text

Interpersonal Divide was designed with the instructor in mind. For many students, you will be a role model who taught them valuable lessons about their generation and our shared high-tech media culture. You may re-instill in many an appreciation of community. As such, you will want to personalize the text so that your students look to *you* as a mentor. To accomplish that, you should personalize the text so that your lectures feature your research, interviews with local or area media professionals, and student work.

Read newspapers and watch news shows, films, and documentaries for content on media and technology and their impact on society. Study print and broadcast advertising. Scan periodicals in your discipline. Analyze online marketing ploys and keep up to date on consumer behaviors. Keep your own journal and lecture files. Whenever you find an issue that relates to the blurring of home/work boundaries, the influence of marketing, the expansion of media conglomerates, the unreliability of self-help, the consumer society, and other such issues, record, photocopy,

or otherwise incorporate the material into lecture (with appropriate attribution or citation). This way, you'll keep your class alive with topical examples and cutting-edge information. To assist you in that effort, visit the author's Web site, www.interpersonal-divide.org, for such material with citation information or hyperlinks.

Invite guest speakers to class, as suggested earlier. Another equally effective technique is to interview scholars, professionals, and community spokespeople in your locale to test the validity of content that you question or deem important. Interviewing is part of the communication process. Finally, you may want to incorporate student research into your class. Some students will gather information that will be of great classroom use. When this occurs, meet with the individual student and ask permission to use the material in lecture. Keep the focus on research. This is especially important with journal exercises. *Do not use or disseminate personal material from such exercises that may violate the student's or some other person's privacy.* You might also request that the student write you a permissions letter, especially if you intend to photocopy and distribute the material. Over time these methods not only personalize but also vitalize *Interpersonal Divide*.

2. Instruction Notes on Chapters

Below you will find notes on chapters that you can use for discussion sessions, guest presentations, case studies, and possible exam and essay questions. These will help you prepare lesson plans and lectures so that you can use *Interpersonal Divide* as a required or supplemental text. Omitted from the notes in the instruction booklet are end-of-chapter journal exercises, paper and discussion ideas, and suggested readings. However, in Section 4 of this instruction manual, you will find grading forms and documents that you can use in tandem with these assignments to make them more effective. While lesson plans and lectures can be prepared from this manual alone, be sure to include end-of-chapter journal assignments, paper and discussion ideas, and suggested readings as found in the text. These are fundamental to learning objectives.

Chapter One: *Displacement in the Global Village*

You will note that each chapter contains an epigraph. This first one features a citation from Joshua Meyrowitz's *No Sense of Place* (Oxford Univ. Press, 1986):

The evolution of media has decreased the significance of physical presence in the experience of people and events. One can now be an audience to a social performance without being physically present; one can communicate "directly" with others without meeting in the same place. As a result, the physical structures that once

divided our society into many distinct spatial settings for interaction have been greatly reduced in social significance.

Typically the epigraph communicates the theme of the chapter, in this case, displacement. Reading epigraphs and asking basic questions about them often is a good way to begin lecture. You might introduce the topic of your displacement lecture with the above epigraph and these questions:

- A. What does the passage mean (topic)?
- B. What does it mean *really* (theme)?
- C. What other examples of displacement can you identify in the high-tech media world?

In addition to discussion, you will want to emphasize fundamental concepts in your lectures. Those concepts also can be used in exams, to assess learning. In the instructor's manual, you will be informed about "**possible exam questions**" in each chapter, especially handy for large survey classes; "**possible essay questions**," useful in mid-range enrollment classes; "**possible guest presentations**," to enhance perspectives; and "**case studies**" to stimulate group and seminar discussions.

Possible exam question: *Define "displacement" from both a geographical and digital perspective.*

Answer: Geographical displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone. Digital displacement happens when a person is removed from his or her natural habitat to a high-tech/media environment, as might happen when one plays a video game.

Possible exam questions are important for large survey classes seeking to master basic concepts. The instructor can cast such questions into several formats illustrated throughout this section and compiled in a sample multiple choice exam that appears in Section 5 of this manual. To illustrate, the “possible exam question” above about displacement can be formatted as follows:

Example #1

True or False: Digital displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone.

Example #2

Fill in the missing word from the selection of words below:

_____ *displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone.*

- A. Digital B. Geographical C. Mechanical
D. Electrical E. Aquatic

Example #3

Which definition of “displacement” below (A,B,C,D,E) is the most correct based on definitions in your text:

- A. Aquatic displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone.

- B.** Digital displacement happens when a person is removed from his or her natural habitat to a high-tech/ media environment, as might happen when one plays a video game.
- C.** Geographical displacement happens when a person is removed from his or her natural habitat to a high-tech/ media environment, as might happen when one plays a video game.
- D.** Mechanical displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone.
- E.** Electrical displacement involves removing a person from his or her natural habitat to another habitat, as might happen when one is evacuated from a flood zone.

In your discussions of community displacement, you might focus on the rising world population and how the U.S. consumer mentality communicated to the world and promulgated by media conglomerates might impact everything from the global economy to the environment. What challenges do students foresee and how, if at all, will media and technology (a) help resolve those challenges or (b) deepen the negative impact of those challenges?

To ensure that students understand geographic versus digital displacement, go over examples in the text and ask students to conceive more examples. You might want to read and discuss this passage:

Displacement used to occur in real habitat. Developers would build subdivisions or engineers would construct highways or dams, destroying community infrastructures and causing property values to rise or fall. Displacement happened in the aftermath of natural disasters, too—hurricanes and floods, for instance—or manmade ones, including chemical spills, toxic dumps, gangland racketeering, and rural or urban flight. Historically, technology (in all its mechanical forms) precipitates displacement. Following World War II, mass production of cars altered municipal planning, resulting in a mosaic of interstates, highways, and roads replete

with strip- and mega-malls, truck- and rest stations, chain restaurants, and billboards. ...

What was metaphoric in 1994 has become factual in our time. We who live in the silicon valleys of the interpersonal divide travel the same interstates in our automobiles, whizzing by billboards and eating at the same chain restaurants while speaking on mobile phones, oblivious of the displaced countryside. We open garage doors by remote to enter houses without stepping outside, retreat to solitary computer rooms with high-speed access, and download messages and spam from Internet highways with televisions providing background noise like the automobile-hum of yore.

After reading the passage, ask questions like these:

- A. What digital equipment is available now as accessories in automobiles?
- B. How, if at all, is the interior of one of these new car models designed like a room in a house?
- C. What portable digital equipment is often taken by family members on road trips?
- D. What evidence of marketing, digital or physical, can be viewed on such road trips along the countryside or cityscape?
- E. How, if at all, is the geography on such a road trip displaced by digital gadgetry?

While nearly all concepts in *Interpersonal Divide* will endure over several editions of the work, occasionally the instructor might want to update specific

figures. In this chapter, you can access latest statistics for the total number of television sets in the U.S., in addition to the percentage of homes with computer access and the number of discarded home computers in landfills.

In your discussion of the blurring of work/home boundaries, you might want to mention how email alone has changed the interactions between students and professors, in some cases for the better and in others, not so. You can share anecdotes from your own life on how the technology of academe interrupts your family life, and vice versa, noting times a family member has used communication technology to interrupt you at work.

Possible exam question: *Although the circumstances of digital displacement vary, all such scenarios will have certain factors in common. Put a check mark to the left of the factor (A-J) if it is one of the five associated with this concept:*

Answer:

- A. ____ Alignment of role and identity.
- B. Blurring of work-home boundaries.
- C. ____ Influence on drive and ambition.
- D. ____ Harmony of environments, virtual and real.
- E. Influence on values and priorities.
- F. Clash of environments, virtual and real.
- G. Blurring of role and identity.
- H. ____ Delineation of work-home boundaries.
- I. Impact of all correct factors above on relationships.

J. ____ Impact of none of the above factors on relationships.

Displacement involves conscience and consciousness. Particularly in large survey classes it is necessary to define these terms and delineate one from the other, again using common rather than philosophical diction, as these concepts are fundamental to understanding the interpersonal divide and its ramifications. The instructor, of course, is free to bring in other definitions of conscience and consciousness and compare them to ones used in the text. A goal of *Interpersonal Divide* is to spark discussion, deepen conscience, and expand consciousness.

Possible exam question: *Define conscience and consciousness from the statements below (ABCD):*

- A. Conscience is the inner knowing of right and wrong, and consciousness is the awareness of how our actions impact others.
- B. Conscience is the inner knowing of good and bad, and consciousness is the awareness of how others' actions impact our own.
- C. Conscience is the inner knowing of right and wrong, and consciousness is the awareness of how others' actions impact our own.
- D. Conscience is the inner knowing of good and bad, and consciousness is the awareness of how our actions impact others.

Answer: A

Possible exam question: *Put a checkmark next to each statement (A-F) that also is a requirement of conscience.*

- A. That we elevate our self-interest.
- B. That we have meaningful relationships with others.
- C. That others come to like us so that we may like them.
- D. That we depend on nobody else but ourselves.
- E. That we contribute to community.
- F. That we love and are loved by others.

Possible exam question: *Put a checkmark next to each statement (A-F) that also is a requirement of consciousness.*

- A. That we foresee the impact of our actions before taking them.
- B. That we assess consequences of past actions to make informed choices in the future.
- C. That we accept consequences when the outcome is good and disregard them with the outcome is bad.
- D. That we see the world as it actually is rather than how we would like it to be.
- E. That we take action first and then assess outcomes later.
- F. That we see the world as it we would like it to be to enjoy peace of mind.

In your discussion of conscience and consciousness, be sure to incorporate the ethical abstraction of acceptance. Ask your students: Why is acceptance important? What makes them feel accepted? Typically, the answer will involve interaction with other people. Discuss how media and technology (a) might facilitate that or (b) hamper that feeling of acceptance. Then ask your students, “What is the opposite of acceptance?” The answer might be “isolation,” which again fosters the theme of displacement. Why do we sometimes feel isolated when we are wired to the outside world literally and figuratively?

To illustrate both the use of technology and the impact of media, you might visit a Web site, <http://www.newseum.org/>, and scan the violence featured on the front pages of national and international newspapers, available from that site at this tab: <http://www.newseum.org/todaysfrontpages/>.

As you visit the front pages, try to locate juxtaposition of the tragic and trite. Discuss how these same events are featured in another medium, television.

Possible exam question: *From the list below (A,B,C,D), pick the answer that best describes the main media effect of TV news?*

- A. Television news increases perception of geographical distance.
- B. Television news decreases perception of geographical distance.
- C. Television news increases interest in distant geographical regions.
- D. Television news decreases interest in distant geographical regions.

Case study: Discuss television coverage of the 9/11 attack on the United States, noting the lesson of television decreasing perception of geographical distance, as discussed in the text.

In your discussion on media and fear, don't forget advertising on the nightly news. Ask your students to describe the products and services advertised in between evening broadcasts on ABC, NBC, CBS, and FOX. What are the rewards of buying the products or services in those advertisements? What are the consequences of not buying the product or services?

Possible exam question: *Choose the phrase (A-E) that best completes this sentence: The "optimum level of fear" is achieved from a marketing perspective when ...*

- A. consumers opt to purchase a product or service to offset negative consequences.
- B. consumers opt to postpone purchase of a product or service in fear of negative consequences.
- C. consumers lose the fear of purchasing a product or service, despite negative consequences.
- D. consumers opt to purchase a product or service to offset positive consequences.

Answer: A

Because *Interpersonal Divide* is a discussion text, you will find plenty of examples in the work to affirm, challenge, or test with your students. These assertions below are key, however, in understanding fallacies about technology and the interpersonal lessons required to overcome them. You can also base **essay questions** on them. Assertions and lessons are published below. For more information about lessons, please refer to the text:

1. *Widespread availability of electronic devices assures swift communication with others*
 - Lesson: *Technology may function “on demand” but people usually do not.*
2. *Communication tools ensure access to companies.*
 - Lesson: *Access to companies is apt to benefit companies rather than consumers.*
3. *Communication technology enhances personal and professional relationships.*
 - Lesson: *Electronic communication is as apt to complicate as enhance relationships, displacing us at home and at work.*

It goes without saying that a real discussion-starter should center on Wal-Mart displacing local entrepreneurs. Ask your students if they order goods online from Amazon or eBay or some other digital mega store and, if so, to name the community where their money is sent electronically. Ask them if they could have bought the goods or services locally and, if so, from whom. Almost always students will not know where their money was sent electronically but will know

where they could have bought goods and services locally, reinforcing the lesson that use of online mega stores displaces local entrepreneurs.

Case study: Be sure to address the so-called “orphan freedoms” of the First Amendment, petition and assembly, and how they can be undermined digitally by the lack of geographical space.

Possible presentation: You can access Dr. Martin Luther King’s “I have a dream speech” – delivered in 1963 on the steps of the Lincoln Memorial – from a number of online sites, including “the History Channel”: http://www.historychannel.com/speeches/archive/speech_167.html. After playing the speech, perhaps with a slide show of the Lincoln Memorial, you can ask your students how effective that speech would have been without the Lincoln Memorial symbolism.

The first chapter ends with a series of important questions concerning consumerism and technology. You can design a matrix for answers and sample the class about their recent digital purchases, inquiring:

- A. Why did you buy the technology?
- B. Does it suit your needs?
- C. Does it advance or undermine your priorities?
- D. How are you using it at home and school and what is that use displacing?

E. How has computer access altered your primary relationships and community activities?

Finally, be sure to go over the ethical abstractions at the end of the chapter.

Possible guest presentation: You might also invite as a guest a psychologist to discuss those ethical abstractions, and how they might be fulfilled in community:

- *Unconditional Acceptance.* Partners and/or children to love and be loved by.
- *Meaningful Relationships.* Significant networks of friends and colleagues working toward common goals that benefit partners, children, and shared living space.
- *Civic Engagement.* Contributions that enhance the wellbeing of others or the vitality of community.
- *Insight.* Clear vision of challenges that undermine love, friendship, wellbeing, and community.
- *Discretion.* Experience or knowledge to accept what we can change and what we cannot, living in the moment rather than reacting to it.
- *Mindfulness.* Leaving relationships and environments in better shape than we found them.
- *Gratitude.* Appreciating the blessings of each phase of biological life, from childhood to having children, from respecting the elderly to becoming the elderly, reflecting on the love, friends, and contributions of mortal life.

Chapter Two: *The Human Condition*

The theme in this chapter on the human condition is *balance*, emotional and intellectual. Balance also applies to technology. How can we use the various digital devices at our disposal effectively and still maintain emotional balance in addition to interpersonal intelligence?

At odds with those goals are the convenience and availability of technology virtually everywhere in a wireless world.

Possible essay question: *Cite reasons for miscommunication due to the convenience and availability of technology in today's world.*

Answers:

1. *Contact is untimely rather than opportune.*
 - *Lesson:* A message worth sharing should be conveyed at a propitious moment in the appropriate setting.
2. *Content is capricious rather than cogent.*
 - *Lesson:* Effective exchanges require foresight and insight.
3. *Dialogue is mediated rather than meaningful.*
 - *Lesson:* No matter how contemplative the speaker, or cogent the message, electronic communication filters out aspects of content and motive, modifying meaning.
4. *Consciousness is divided rather than directed.*
 - *Lesson:* Intrusions are the norm when we communicate on impulse without a sense of occasion.

When discussing peace and empowerment, it is important to associate them with community and conscience/consciousness. These basic concepts and how they impact each other determine the level of balance in our lives.

Case study: Using historic role models, you can expand on the association of community with conscience and consciousness. You might take as examples from the book the models of Mahatma Gandhi, Mother Teresa and Martin Luther King.

Possible exam question: *Which statement below (A,B,C,D) defines peace from an interpersonal perspective.*

- A. A state of consciousness that overlooks the thoughts, words, and deeds of others so we can focus on ourselves.
- B. An expansive knowing of how thoughts, words, and deeds affect others and ourselves.
- C. The wherewithal to meet challenges effectively by interacting with others according to a set of firmly held beliefs.
- D. The wherewithal to circumvent challenges by interacting with others according to their set of firmly held beliefs.

Answer: C

Optional phrasing: *Which statement below (A,B,C,D) defines empowerment from an interpersonal perspective.*

Answer: B

When speaking about character development, again, be sure to associate the concept with community.

This passage in the text is key:

Only the community can bestow character. Virtual environments cannot because they change rapidly, lack social structure, cater to demand, and delete aspects of interpersonal engagement – from physical sensation to metaphysical transformation. Neither can we claim to possess character, for that would come across as self-righteous; others in society deem whether we have or lack character. They also call “character into question” or determine if we act “out of character.”

Emotional imbalance occurs when conscience and consciousness no longer work harmoniously in interpreting others and the outside world. A major thesis of *Interpersonal Divide* concerns the imbalance that occurs when we fail to interact with others face-to-face in real habitat. An ancillary thesis is that the culture of marketing takes advantage of this imbalance in appealing to *perceived* rather than real need. Emphasizing these concepts you should be able to speak knowingly about the marketing of self help.

You might base a lecture on how media and technology drive marketing and deliver self-help. Indeed, that phenomenon has led to a new growth industry, “life-balance training.” Google that term to discover how people are

investing in these workshops to help them distinguish between work and play and thereby control stress caused by media and technology.

The following are actual self-help categories:

anger, anxiety, aromatherapy, biofeedback, body language, business opportunities, career development, codependency, communication, continuing education, corporate training, creativity, dating, death, depression, dieting, divorce, eating disorders, empowerment, family, fitness, friendship, happiness, herbal medicine, leadership, love, management training, massage therapy, meditation, motivation, natural health, nutrition, parenting, positive thinking, public speaking, religion, relaxation, sexuality, stress management, teenagers, therapy/counseling, time management, women's issues, Zen.

People who possess emotional and interpersonal balance do not require self-help. They have character based on personal and professional ethics. Emphasize to students that consumerism and morality do not mix well because the goal of consumerism is to sell rather than to help others achieve balance. To drive that point home, discuss these concepts, developed at length in the text:

- *Real versus perceived needs.*
- *Exclusion versus inclusion.*
- *Marketing versus moral development.*

Cautionary word: In discussing the human condition—*we know that we will die and, in dying, lose everything material and ethereal, including loved ones*—be extra sensitive to the beliefs and experiences of students. Explain that the human condition is a philosophical theory across cultures and should be analyzed from that perspective. Also, as in the text, approach the topic from secular, religious, and philosophical contexts, especially passages associated with Darwin.

Possible essay question: *Note the role of community, conscience, and consciousness as found in the United Nations' Universal Declaration of Human Rights, found at this URL: <http://www.un.org/Overview/rights.html>.*

Possible exam question: *Choose the phrase (A,B,C,D,E) that best defines the term "synderesis" as applied by ancient Greek philosophers.*

- A. Associated with the conscience, synderesis is the divine spark that ignites an innate understanding of ethics.
- B. Associated with consciousness, synderesis is the divine spark that ignites an innate understanding of ethics.
- C. Associated with the conscience, synderesis is the divine spark that ignites an awareness of the world and our actions in it.
- D. Associated with the conscience, synderesis is the divine spark that ignites an awareness of the human condition.

Answer: A

Chapter Three: *Habits of a High-Tech Media Age*

Howard Rheingold's epigraph, from *The Virtual Community: Homesteading on the Electronic Frontier*, discusses the fragmentation of the self because of technology:

Exactly how, and on what terms, are we renegotiating the boundaries between our selves and our technologized environment? What kind of multiple distributed system do I become when I live part of the day as a teenage girl in a chatroom, part of the day as a serious professional in a webconference, part of the day slaying enemies as Zaxxon, the steel-eyed assassin of an online gaming tribe?

Here are some discussion-starter questions:

- A. How many "selves" do you exhibit in the course of a day, using nicknames and passwords to log on to technology, engage in chat, play online video games, and/or browse the Internet?
- B. What does your spam email say about your real or perceived needs, based on how it has characterized your Web browsing?
- C. What "masks" or additional character traits do you take on when you engage in chat or play video games against others on the Internet?

Possible guest presentation: Invite a psychologist to class to deliver a discussion about self-help from a qualified practitioner and how that differs from some of the quick-fix self-help programs promoted by media.

Possible essay question: *Good advice requires trust on several individual levels between an expert counselor and his or her client. Read the list below and compare/contrast it to what you might find in a popular self-help program sold online or via mass media:*

1. *Track record.* A trustworthy expert with a history of helping others with similar problems and who also possesses proper education and training.
2. *Personal referrals.* Client(s) who investigate that expert's reputation based on word-of-mouth or referrals from sources and people whose judgment they trust.
3. *Compatibility.* A mutual trust between client(s) and expert based on:
 - a willingness to change lifestyle or habits, on the part of client(s).
 - a customized protocol to accomplish those goals, on the part of expert.
4. *Confidentiality.* Trust in the client-expert relationship in which a person seeking advice can be open about hopes, fears, and transgressions, without the risk of privacy invasion.

Possible essay question: *Address the following assertion based on your readings in Chapter Three on conscience and consciousness: No two people, even twins,*

can have identical levels of moral development and social awareness at any one point in time.

Possible exam question: Below you will find a list of "habits"(A-N). Put a check mark to the left of the habit if it is one of the seven habits associated with people who overconsume media and technology:

- A. Assuming you own a lie after you tell it.
- B. Assuming you have two options: to lie or tell the truth.
- C. Telling practical jokes in public places.
- D. Not counting or cutting your gains.
- E. Not counting or cutting your losses.
- F. Coveting what you lack and losing what you have.
- G. Doing unto others as they would do unto you.
- H. Asking permission instead of forgiveness.
- I. Defending your motives, damning others' as self-serving.
- J. Defending the motives of others and damning your own as self-serving.
- K. Living each night as if it were your last.
- L. Guessing at motive but acting on it as if it were truth.
- M. Simplifying the cause of solutions so as to give credit when due.
- N. Simplifying the cause of problems so as to place blame.

Possible exam question: *Based on your readings in Chapter Three, answer the following “true” or “false”: Technology warps time, accelerating it, and place, transcending it.* **Answer:** True.

Optional phrasing: *Based on your readings in Chapter Three, answer the following as “true” or “false”: Technology affirms time, synchronizing it, and place, enhancing it.*

Answer: False.

Possible exam question: *Based on your readings in Chapter Three, which statement below (A,B,C, D) best describes “humanity as ultimate community”:*

- A. Society possesses *collective* amnesia, or an ignorance of common behaviors, in addition to *collective* inhibition, or an ignorance of common virtues and vices.
- B. Society possesses a *collective* conscience, or an awareness of common virtues and vices, in addition to a *collective* consciousness, or an awareness of common behaviors.
- C. Society possesses a *collective* inhibition, repressing common behaviors, in addition to a *collective* amnesia, forgetting common virtues and vices.
- D. Society possesses a *collective* subconscious, or an awareness of common behaviors, in addition to a *collective* consciousness, or an awareness of common virtues and vices.

Answer: B

Possible exam question: *Based on your readings in Chapter Three, answer the following “true” or “false”:* Collective awareness and social mores are as likely to be shaped by virtual events, brought to us by media and technology, as by real events in our community. **Answer:** True.

Optional phrasing: *Based on your readings in Chapter Three, answer the following “true” or “false”:* Collective awareness and social mores are as likely to be shaped by real events in our community far more often as by virtual events, brought to us by media and technology. **Answer:** False.

Chapter Four: *Impact of Media and Technology*

This chapter begins with one of the most famous prophecies about television, from E.B. White, writing in the *New Yorker Magazine*:

Television hangs on the questionable theory that whatever happens anywhere should be sensed everywhere. If everyone is going to be able to see everything, in the long run all sights may lose whatever rarity value they once possessed, and it may well turn out that people, being able to see and hear practically everything, will be specially interested in almost nothing.

You will want to discuss the above at length and survey, analyze, or challenge prevailing attitudes.

This chapter also puts into perspective for students the great social change brought about by personal computers. Television, of course, had a swifter, more saturated diffusion in the 1950s. An interesting **possible presentation** would involve a guest speaker who experienced both social changes, the television one in the 1950s and the computer one in the 1990s.

Such a presentation will prepare the class for one of the main theses in the work: *Communication alters habitat by defying physical laws.*

Possible essay question: *All formats of communication, from a letter to a cell phone, accomplish one mystifying feat. Select the statement that best describes that feat from the examples below (A,B,C,D):*

- A. Communication enhances relationships by bringing people closer.
- B. Communication improves the economy by creating a demand.
- C. Communication maintains habitat by extending biological laws.
- D. Communication alters habitat by defying physical laws.

Answer: D

Possible essay question: *Using arguments found in Chapter Four of your text, answer the following conundrum: "If a tree falls in the forest and no one hears it, does that tree actually make a sound?"*

It is important about this time in the academic term to challenge the McLuhan biological paradigm of mass communication—that it extends the human senses—as a telephone might, for instance, extend hearing over miles. *Interpersonal Divide* uses a physics paradigm, arguing that mass communication defies physical laws and puts a person in two places simultaneously. That model accurately notes how consciousness is split, for instance, when a person uses a cell phone while driving. Split consciousness is at the root of the interpersonal divide.

Students will respond to the intellectual stimulation of applying Darwin's evolutionary theory to virtual habitat. An intriguing **guest presentation** might include a biologist and computer scientist discussing the extinction of species in cyberspace. This passage from the book would be a good discussion starter:

Evolution in virtual habitat is similar to that in actual habitat, with a few differences. Occupations, rather than species, disappear from the cyber-landscape. Because there is no "there" there, the fittest survive not by claiming territory but by performing more tasks in less time involving fewer people. The computer software or operating system that accomplishes that goal earns a profit ... and makes a category of people obsolete. Those folks literally disappear, replaced by others who can multitask more efficiently. In the case of extinct couriers, for instance, cyberspace replaced them with technophiles to make listserv systems function properly and automatically. The difference, of course, is that couriers made rounds in real habitat and delivered paper messages face to face; technophiles have no faces because they deliver electronic messages in cyberspace, whose salient feature is invisibility. Because of that feature, people de-evolve in virtual environments into symbols (hypertext, pixels, and logins) and raw materials (listservs, hotlinks, and statistics). Cyberspace lacks physical dimensions, including space and time, without which, activities are simulated rather than authentic.

Possible exam question: *Fill in the correct word (A,B,C,D,E): Modern media history begins with _____.*

- A. television. B. brand marketing C. electricity.
D. superconductivity E. transatlantic cable

Answer: C

Possible exam question: *The invention of which three devices (A,B,C,D) literally transformed society and the American landscape:*

- A. telegraph, telephone, and radio.
- B. wire service, radio, television.
- C. radio, television, cable.
- D. television, cable, satellite.

Answer: A

Possible exam question: *Finish the following sentence from the selection below (A,B,C,D) so that it accurately conveys a key concept, in accordance with media history:*
Magazines had a geographic advantage over newspapers because ...

- A. they could be delivered regionally due to a monthly deadline.
- B. they were bound to local economies and could rely on regular subscriptions.
- C. they were not bound to local economies and could sell national brands.
- D. they were published in New York City and could disseminate national news.

Answer: C

Case study: To understand the origins of brand marketing and brand management, retrace the history and innovation of Procter & Gamble. In making comparisons to the current day, you might focus on how national brand

products advertised in 19th Century magazines homogenized households in the same way that cable television (MTV, CNN) did to local culture in the 20th Century.

Possible exam question: *Which medium (A,B,C,D) first sparked these quandaries impacting us yet today: influence on electorate, acquisition of multiple outlets, focus on profit:*

A. cable television B. radio C. cameras D. home computers

Answer: B

Possible exam question: *Which media (A,B,C,D) helped establish mass marketing because they could target segments of the audience rather than geographic areas of distribution:*

- A. magazines and radio
- B. radio and newspapers
- C. newspapers and radio
- D. newspapers and television

Answer: A

Case study: Delve into the 1973 landmark television study by Tannis MacBeth Williams of the University of British Columbia. Williams, a

psychologist, had studied habits three Canadian towns: one dubbed “Notel,” which had no TV reception but would soon acquire a transmitter; another, “Unitel,” which had only one government channel (Canadian Broadcasting Company); and the last, “Multitel,” which had the CBC and U.S. network channels. An interesting question to pose is whether the same study could have been done with Internet in the 1990s and, if so, what results might have emanated therefrom.

Chapter Five: *The Disembodied Self*

Again, main arguments in this chapter are based on the physics model of mass communication—placing an individual in two or more places simultaneously.

Possible exam question: *Finish this sentence using a phrase below (A,B,C,D) so that it accurately represents a key concept in keeping with the interpersonal divide:*
The blurring of identity occurs when technology ...

- A. exceeds the average household income.
- B. extends the range of the human senses.
- C. markets goods and services according to perceived need.
- D. places an individual in two or more places at once.

Answer: D

Possible essay question: *Describe how past and current generations may have lost perception because of conflicting depictions and stereotypes about identity, including but not limited to:*

- The cheapening of personhood because of military threat.
- The generalization of personhood because of computer-assisted marketing.
- The over-glorification of personhood because of media and technology.

This passage in Chapter Five is a sure-fire discussion starter on cultural changes because of media, marketing, and technology:

Many communication scholars have argued that technology has brought the world into our homes and, in the process, made us global citizens. No doubt computers, in particular, increased the scope and enhanced awareness of distant events and cultures. What do you think? Has the world become smaller because of technology, or is our vision merely blurred? Certainly we can access home pages or message people almost anywhere on the globe. But have we genuinely become “world citizens,” as marketers of the latest technology would have us believe? Do we interact with international visitors more civilly now and respect their cultural values more willingly, because of the World Wide Web? Or do we visit sites that target our lifestyles, ambitions, or needs? Do we speak more languages because of email or chat more in English than ever before? Do our children use technology the way computer makers advertise in commercials, with well-dressed boys and girls doing homework in a shared living space as parents glance over their shoulders admiringly? In reality, then, do children today hide out more than ever in their rooms, arguing with parents about their privacy – as they violate their own and their family’s privacy – filling out interactive surveys in exchange for free premiums?

Possible essay question: *Invasion of privacy makes a big impact on our psyches and way of life. Below are three effects on the family identified in your text. Expand upon them, agree or disagree with the author:*

- **Effect #1:** Family members interact less.
- **Effect #2:** A divided family buys more products.
- **Effect #3:** A divided family divulges information more readily.

Possible exam question: *Finish this sentence using a phrase below (A,B,C,D,E) so that it accurately represents a key concept in keeping with the interpersonal divide: The real domino effect – the one that should command our attention – typically occurs with ...*

- A. imperialist governments.
- B. state-controlled media.
- C. political revolution.
- D. military intervention.
- E. technological change.

Answer: E

Possible exam question: *Which historical figure (A,B,C,D,E) used media to prove that truth was greater than authority:*

- A. Martin Luther
- B. Martin Luther King

C. Johannes Guttenberg

D. Guglielmo Marconi

E. Samuel Morse

Answer: A

Possible exam questions: *Answer the series of questions below either “true” or “false” about the social impact of media and technology:*

A. To bridge the interpersonal divide, we must use media and technology to *expand* community rather than be used by them to *replace* community.

Answer: True

B. When used appropriately, media and technology reaffirm our values, advance our knowledge, and improve the quality of our lives.

Answer: True

C. Television keeps us informed during breaking news, as does the Internet; when used in tandem, the Web expands on news, providing statistics and databases.

Answer: True

Optional phrasing:

A. To widen the interpersonal divide, we must use media and technology to *expand* community rather than be used by them to *replace* community.

Answer: False

B. When used inappropriately, media and technology reaffirm our values, advance our knowledge, and improve the quality of our lives.

Answer: False

C. Newspapers keep us informed during breaking news, as do magazines; when used in tandem, the both update the audience daily, providing statistics and databases.

Answer: False

Chapter Six: *The Medium is the Moral*

By now in the course of a typical term you should have given your midterm on the first four or five chapters, conveying basic communication and interpersonal concepts to your students. You should have had discussions, case studies and/or presentations that will have taught them to apply such concepts and synthesize a social impact or media effect. Thus, you should be in fine shape to discuss Marshall McLuhan, beginning with this famous epigraph that leads off the chapter:

[T]he medium is the message. This is merely to say that the personal and social consequences of any medium – that is, of any extension of ourselves – result from the new scale that is introduced into our affairs by each extension of ourselves, or by any new technology.

In your discussion of McLuhan and his influence, you might investigate these questions:

- A. To what extent did McLuhan predict the future of media and technology with his phrase, “the medium is the message”?
- B. To what extent did McLuhan correctly prophesy “the global village,” a term often associated with Internet but originally intended for television?

- C. To what extent does McLuhan's theory of "hot and cold" media seem to be valid according to his biology paradigm that media extend human senses?

Possible exam question: *When Marshall McLuhan spoke of "a global village," he was referring to what medium (A,B,C,D,E):*

- A. telephony
- B. telegraph
- C. television
- D. telephone
- E. teleconference

Answer: C

Possible exam question: *When Marshall McLuhan proclaimed "the medium is the message," he was referring to what effect (A,B,C,D)?:*

- A. a new environment created by the medium.
- B. a new industry created by the medium.
- C. a new interpretation of content
- D. a new application of the medium.

Answer: A

Case study: Many educators have put faith in media and technology as information providers without which emerging generations will tumble into the

digital divide, disenfranchised in the global village. Investigate that belief by ascertaining:

- *How learners perceive the computer.*
- *How process is transformed via the computer.*
- *How content is biased by the computer.*

Possible exam question: *When the medium becomes the message, how does that impact content or information? Put a check mark to the left of four correct responses:*

Answer:

- A. ____ Content distorts the medium, making information unreliable.
- B. The medium actively helps determine meaning.
- C. ____ Information becomes timelier when delivered to audience.
- D. The medium generates different knowledge than the content of a message.
- E. Each medium produces a distinct view of reality.
- F. ____ Content of the message undermines the medium.
- G. Media systems create their own cultures.
- H. ____ Information is distributed to ever-widening audiences.

To spark a class discussion, ask students to respond to this passage:

Each medium has its viewpoint – or slant on the news – and, hence, on the message by virtue of its technology. Television, for instance, not only views the world through camera lenses but also through production crews, gatekeepers

(editors), time slots, advertising, anchors, general managers and other factors affecting content and delivery. In our time, satellite hookups have heightened the impact of those effects so that the world not only enters our livingrooms; the world has become our livingrooms and every other room that contains a television set. We invite the world into our homes and lives but also neglect those who dwell in our homes and those who share our hometowns.

Chapter Seven: *Icons and Caricatures*

Cautionary Word: The epigraph that heads this chapter can be somewhat controversial with certain students, but it is among the finest descriptions of marketing values extant today, even though it was penned before 1993 by Neil Postman in *Technopoly: The Surrender of Culture to Technology*. A interesting but, again, sensitive **case study** would be an overview of the marketing of religion as found in popular media.

Possible exam question: *Below you will find definitions for concepts key to understanding the culture of marketing (match words A, B, C, D and E in the left column). In the right column you will find definitions for these words. Place the letter (A,B,C, D,E) in the space to the left of the correct definition.*

match words

definitions

A. caricature

 D "a phantom image of a person's true identity."

B. icon

 F "vicarious involvement."

C. idol

 E "a person whose values or character are worth emulating."

D. ego

 A "two dimensional distorted picture of a person."

E. role model

 B "a symbolic picture, image, or other emblematic depiction."

F. consubstantiality

 C "a mere image or semblance of something, visible but without substance, as a phantom."

Cautionary Word: If you use the example of “consubstantiality,” based on the work of Kenneth Burke, be sensitive to students’ attitudes as this is yet another religious-based example from the Abraham and Issac story. Be sure to expound on the secular example that Burke provides and that is elaborated on in the text, and based on looking down from a great height and wondering, “What if I jumped?”

Possible case study or guest presentation: Compare the use of technology in George Orwell’s dystopia, *1984*, to the use today in the high-tech media world, or invite an English professor to discuss this with a colleague from computer science.

Cautionary Word: Again, be sensitive to students’ values and introduce the following into lecture as philosophy rather than belief:

We are programmed spiritually and biologically to rely on each other so that we rise in the afterlife or in the food chain. Religion asks us to share resources with others because the God-light in “me” also shines in the “other.” Likewise our genome requires us to share resources because teamwork of the few ensures the survival of the many. Truly religious people work everyday to kill the ego, risking their lives doing missionary work in dangerous environs for the betterment of humankind. Humanists do likewise, accepting the same risks and honoring the same social tenet. As reward, believer and non-believer experience the rhapsody of the soul or the endorphins of the collective consciousness. In both cases the

enlightened individual elevates the importance of community and devalues the importance of possessions.

Possible exam question: *Below you will find definitions for concepts key to understanding how advertising is targeted at consumers (match words A, B, C). In the right column you will find definitions for these words. Place the letter (A,B,C) in the space to the left of the correct definition.*

match words

definitions

A. manifest message

 C "what the product really does and what happens when we use it."

B. latent message

 A "an obvious message that says 'buy this product.'"

C. social message

 B "a hidden message hinting how one's life will change if the product is purchased."

A good discussion starter is to read the excerpt below from Hayden Carruth, published in the Winter 1981 edition of *The Georgia Review*, and ask the class when they believe it was first published. Then compare and contrast the world from a media and technology perspective in 1981 and the current day. Here is the excerpt:

Constantly we are told that this or that commercial product or service, or even this or that candidate for office, is "better," when we know it cannot be true. ... Children today are taught, in lessons compounded every five minutes, that untruth may be uttered with impunity, even with approval. Lying has become a

way of life, very nearly now the way of life, in our society. The average adult American of average intelligence and average education believes almost nothing communicated to him in language, and the disbelief has become so ingrained that he or she does not even notice it.

Case study: Compare and contrast “smart mobs” using high-tech gear such as cell phones to protest a social topic (for example, issues of 1999 demonstration in Seattle of the World Trade Organization) with “dumb mobs” using the same techno gear in celebratory riots on campuses across the country.

Chapter Eight: *Three Dimensional Living*

By now you should be approaching the end of the academic term. The final two chapters in *Interpersonal Divide* attempt to adjust for the influence of media and technology on our lives. To do so, the book distinguishes itself from others in the genre by taking an applied ethics approach articulated in the first paragraph of Chapter Eight, “Three Dimensional Living”:

Ethics evolve innately when the conscience is clear and consciousness, unobstructed. Both must inform each other harmoniously to make sense of the world. Ethics also emanate out of community when people interact meaningfully with each other, nurturing relationships that transcend self interest and contributing to the public good. With proper role models, we welcome the diversity of human discourse and treat others as we wish to be treated across the broad social spectrum, living three dimensionally. We develop perception and discretion, seeing reality as it is, not as we wish it might be.

Possible exam question: *Interpersonal Divide challenges readers to live “three dimensionally” (linearly, horizontally, deeply). Below you will find definitions (A-F) for those concepts among other inaccurate definitions. Put a check mark to the left of each correct definition below:*

- A. *“linearly, in the time spent interacting meaningfully with those who will return the same level of mindfulness.”*

- B. *"linearly, in the time spent interacting meaningfully with others in community, from clerks at the checkout counter to VIPs at the country club."*
- C. *"horizontally, in valued relationships that transcend race, sex and class, acknowledging the insights of others across a broad social spectrum."*
- D. *"horizontally, in valued relationships that cluster us with our own racial, sexual, and social class demographics."*
- E. *"deeply, in contributions made to community through those interactions and relationships."*
- F. *"deeply, in contributions made to community through symbiotic and demographic relationships."*

Possible exam question: *Interpersonal Divide posits that idolaters live two-dimensionally (flatly and episodically) in disharmony with others and measure the quality of their world according to benchmarks associated with media and technology. Below you will find definitions (A,B,C,D) for flat and episodic living among other inaccurate definitions. Put a check mark to the left of each correct definition below:*

- A. *flatly, characterizing others as worthy or unworthy, based on their race, class, religion, culture, politic, or belief.*
- B. *flatly, gauging the quality of life based on choices made independent of outcomes past incidents.*
- C. *episodically, characterizing others as worthy or unworthy, based on their values regardless of race, class, religion, culture, politic, or belief.*
- D. *episodically, gauging the quality of life based on outcomes of incidents or reacting to others based on past incidents taken out of context.*

Cautionary Word: In discussing applied ethics, be careful not to judge the values of your students but focus instead on the process used to embrace those values. It is important to note that no philosopher can prescribe a set of values upon which everyone, regardless of culture or circumstance, might base their lives to derive happiness and achieve acceptance. Therefore value systems vary dramatically from person to person. That does not mean that “anything goes,” which moral relativists maintain, especially in college settings, even though the professors who espouse such beliefs have consented to rules governing tenure, behavior, course content, and more. They have agreed to be citizens of specific learning communities whose values differ according to institution. Likewise employees working in various business environments also must accept codes of conduct or values of mission statements. Similarly we must adhere to laws on how to comport ourselves in our hometowns, states, country, and world. The goal is to arrive at consensus of the following: *Virtues are pegged to environments.* Once you achieve that consensus, you can apply the tenet in case studies or possible essay questions to McLuhan’s dictum, “The medium is the message,” and the author’s dictum, “The medium is the moral.”

Possible essay question: Interpersonal Divide *posits that overconsumption of media and technology have a profound impact on a person’s conscience. Agree or disagree with that assessment, noting the symptoms described in the text:*

- An epidemic desire to avoid unpleasant emotions.

- An elitist affinity to identify and prejudge people who, we believe, generate such emotions.
- A disturbing inability to communicate authentically face to face with others.
- Shorter fuses when confrontation is unavoidable.
- Shorter attention spans.
- Shorter and/or less substantive relationships.

A stimulating **guest presentation** or **case study** is to show the Frank Capra 1946 film, "It's a Wonderful Life," and investigate this passage in the text:

Perhaps Frank Capra's famous, optimistic film about the meaning of community – "It's a Wonderful Life" – may be apropos. Capra's 1946 masterpiece depicts an earnest but destitute George Bailey who helps others – including those of ethnic heritage – finance homes through his failing Savings and Loan. George longs to see the world but his conscience prevents him from leaving his hometown of Bedford Falls. George competes with, is deceived by, and eventually triumphs over banker Henry F. Potter, the richest and meanest man in Bedford Falls – a caricature, to be sure, known for his interpersonal failures rather than for his influential affluence. That plot is driven home when an angel visits George and shows him how his contributions to community have, in fact, saved the community, along with many lives. Nostalgically to this day we watch "It's a Wonderful Life!" because it sates our need for acceptance during the holidays. How might that movie be depicted today when George, the would-be

world traveler, can visit any place on the globe at the click of a mouse, using the technology and Internet access that Mr. Potter, undoubtedly, would vend? Moreover if George as online loan officer risked losing his fortune and reputation, who in the S&L listserv would come to his aid in his darkest moment? What user would remember with gratitude and affection his contributions in virtual community? If deleted from cyberspace, angelically or otherwise, would George's life have made the slightest online difference? Granted, metaphors and allusions here are extended to make a point. But they speak volumes about the value of real community and the absence thereof in the virtual world where most people dwell for much of their lengthening lifespans, yearning for what they intuit but cannot locate.

Cautionary word: In the section of the text discussing "authentic living," religions and secular models (Christ, Einstein, Mother Teresa, Matthew Arnold, Joseph Campbell, Dalai Lama and others are mentioned). Be sure to present their ideas as philosophical rather than spiritual as that is the intent of the text.

Chapter Nine: *Repatriation to the Village*

A fine, concluding discussion starter is to explicate the root meanings of “common,” “community,” and “communication” as found in the epigraph by John Dewey:

There is more than a verbal tie between the words common, community, and communication. ... What they have in common in order to form a community or society are aims, beliefs, aspirations, knowledge – a common understanding. The communication which insures participation in a common understanding is one which secures similar emotional and intellectual dispositions--like ways of responding to expectations and requirements.

Possible exam question: *The way to “repatriate to the village,” or become mindful of the value of community, is to base one’s life on two philosophical tenets: examination and moderation. Below you will find statements (A,B,C,D) on both concepts. Put a check mark to the left of the two statements that accurately describe those concepts:*

- A. *Seek moderation in all things, Aristotle advised.*
- B. *The unexamined life is not worth living, according to Socrates.*
- C. *Seek moderation in some but not all things, Socrates advised.*
- D. *The examined life is not worth living, according to Aristotle.*

Possible guest presentation: Invite a philosopher, a computer scientist, and journalism professor to discuss the “dominoes of media and technology” as presented in the text.

Case study: Design an in-class survey on a particular digital device, such as a cell phone, and inventory the class on the following:

- **Why** they bought a particular device, establishing whether it is advancing or subverting our goals and priorities.
- **When** to use that equipment to interact with others and, equally as important, when *not*.
- **Where** to use technology (especially mobile and monitoring equipment) and where *not*.

A good class discussion is to emphasize the elements of mis-mediated messages, focusing on:

- *Content.* What is the message telling us? How is the particular medium—email, mobile phone, television—altering perception? Where (from what place) are we receiving or sending that message and how, if at all, does *that* alter content?

- *Motive.* What is the marketing motive of the particular medium? How does that motive mesh with my personal and professional priorities? How does it serve or erode my fundamental relationships?
- *Displacement.* To what extent does the medium “displace” me, transporting me out of real habitat to a virtual one? How does using the medium occupy my time or alter my sense of time? Does the medium, along with the customer service associated with it, (a) reaffirm, (b) have no effect on, (c) or devalue my sense of self-worth and/or identity?

After polling the students on the questions above, be sure to cover these corrective measures:

- *Impact.* To what extent has electronic communication played a part in enhancing or deteriorating a particular relationship?
- *Discernment.* Do we wish to continue dialogue through a particular medium or through another or none at all, opting for face-to-face interaction or none whatsoever?
- *Practice.* How can we alter the content of our electronic messages so that our intent is more easily discerned?

Possible exam question: *Interpersonal Divide acknowledges that no set of personal values will work for all people. However, the text does recommend that enduring*

values possess certain commonalities. Below you will find a list of commonalities (A-H).

Put a check mark to the left of the four correct commonalities as indicated in your text:

- A. *Personally edifying*
- B. *Culturally inclusive*
- C. *Culturally exclusive*
- D. *Relatively focused*
- E. *Morally focused*
- F. *Socially beneficial*
- G. *Personally off-putting*
- H. *Politically edifying*

3. Syllabus Templates

Feel free to adapt the following syllabus templates to meet your specific classroom needs. Below are three variations of the syllabus for large undergraduate survey classes (50-400 students), mid-range undergraduate courses (35-50 students), and workshops/seminars for senior undergraduates and master's students (15-25 students).

Syllabus for the large survey class:

DYAMNICS OF INTERPERSONAL COMMUNICATION

Professor:

Academic Term:

Phone:

Day and Time:

Email:

Room Location:

Office Location:

Office Hours:

Course Description

Assists the student in understanding the interpersonal communication process and in analyzing barriers to its effectiveness.

Content of Lectures

Major topics will be elements of effective interpersonal communication and the analysis of barriers to its effectiveness, including media consumption; technology

overuse; displacement; mediated self-help programs; virtual reality vs. authentic community; and moral, cultural, and social upheavals.

Goals

1. To convey the basics components of effective interpersonal communication, especially as found in community.
2. To teach the terminology of media, mediated communication, and technology.
3. To analyze the impact of media and technology on social, moral, and cultural change.
4. To prepare students to address and resolve personal and professional situations or disputes using effective interpersonal communication techniques.
5. To help students build, test, and improve their personal values.
6. To stimulate emotional and interpersonal intelligence.
7. To spark discussion via case studies on controversial issues.

Textbook

Interpersonal Divide: The Search for Community in a Technological Age by Michael Bugeja (Oxford, 2005).

Readings: There are an introductory chapter and nine chapters in this text book. You are to read one chapter per week, beginning with the introduction. You are expected to complete the reading prior to the first class period of each week. Completion of readings is essential to understanding the lecture and effectively participating in classroom discussion and assignments.

Assignments and Grading

Midterm: 300 points.

Quizzes: 100 points each based on two case studies and two guest presentations scheduled during the academic quarter.

Final: 300 points.

Scale: 95-100 A, 90-94 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-, 67-69 D+, 64-66 D, 60-63 D-, 0-59 F.

Note:

- *Instructor reserves the right to increase the final accumulated grade by as much as one-half grade, based on classroom participation and positive attitude/interaction.*

- *Instructor may decrease the final accumulated grade by as much as one-half grade, based on lack of participation during classroom discussion and/or interaction.*

Email Notifications from the Instructor

Be advised that you will be sent email messages via your university account pertaining to this class, including but not limited to extra credit opportunities, test and exam schedules and results, and more. However, if you are using another email system such as hotmail or yahoo, for instance, be sure to forward your university messages to your active email account, to ensure that you receive email notification about this class.

Academic Misconduct

Cheating, plagiarism, class disruptions are serious offences. You may not cheat or plagiarize or disturb the class with outbursts or other inappropriate behaviors. If you do, you may receive a failing grade and/or be reported to the appropriate academic authorities.

Use of Technology During Class

Especially in this course investigating the impact of media and technology on interpersonal communication, you may not use during class any electronic

device, including by not limited to cell phones, laptop computers, and personal digital assistants.

Disabilities: Students with disabilities are encouraged to contact the instructor if special consideration is needed to complete any assignment or to attend class.

Attendance

Attendance is particularly important in a class such as this in which concepts are introduced, debated and analyzed. In addition, facts and definitions will be presented that you will be required to know for exams. Listening, participation and note-taking are essential if you wish to earn a passing or a superior grade.

Email Notification Policy on Class Absences:

You can miss as many lectures as you like, providing that a quiz, an exam or other assignment deadline is not scheduled during that class period. Keep in mind that the more classes you miss, the lower your grade typically will be on quizzes and exams, as these will be based on large part on discussion during class. Nonetheless, if you must miss, simply send an email to me explaining the reason for the absence. The only requirement is that you tell the truth. Do not say you were ill if you overslept, for instance. Do not invade your own or another person's privacy in telling the truth (i.e., simply say you had to meet a medical appointment – don't explain symptoms). You can email me before you miss the scheduled lecture or send it to me within 24 hours after the absence. **Note:** *Failure*

to notify me per the above will count as an unexcused absence. If a quiz or exam is given that day, you will not be allowed to do a make-up.

Unexcused Absences

Because of the attendance policy, unexcused absences are dealt with seriously. Your final grade will be lowered by one-half letter for each unexcused absence.

Late Arrival, Early Departure Policy

If you arrive late to class or have to leave early, you must sit in a section of seats near the exit. Those seats have been reserved for that purpose, so you will not disturb the class with your comings and goings. If you arrive late or leave early without sitting in these seats, you must notify me by email about the reason. If you do not, your tardiness or departure will count as an unexcused absence.

Make-up Assignment Policy

If I am notified in advance about an illness or bonafide excused absence, as defined by and according to university policy, a make-up quiz or exam will be provided. No make-up will be provided if you fail to notify me or if the excuse does not qualify (oversleeping, for instance).

Final Exam: Final exams are set by university policy. The date cannot be changed to coincide with your personal schedule.

Syllabus for the mid-range class:

COMMUNICATION AND CHANGE:
The Diffusion of Ideas and Information

Professor:

Academic Term:

Phone:

Day and Time:

Email:

Room Location:

Office Location:

Office Hours:

Course Description

Research and methods of communicating changes into existing social systems.

Content of Lectures

Major topics will be analysis of theories and research associated with interpersonal communication, organizational communication, intercultural communication, mass communication, technology, new media, diffusion of media and technology in society, displacement; and moral, cultural, and social upheavals.

Goals

1. To associate media and technology with environments that impact human communication in all its forms.

2. To analyze the diffusion of media and technology from the 19th century to the present, analyzing the impact on social change.
3. To apply the terminology and theories of communication in your analyses of diffusion and social, moral, and cultural change.
4. To spark discussion via readings and case studies on dynamic communication issues that will lead to innovative paper ideas.

Textbook

Interpersonal Divide: The Search for Community in a Technological Age by Michael Bugeja (Oxford, 2005).

Readings: There are an introductory chapter and nine chapters in this text book. You are to read one chapter per week, beginning with the introduction, and pay close attention to the end-of-the-chapter assignments, especially journal assignments and suggested readings. You are expected to complete the reading prior to the first class period of each week. Completion of readings is essential to understanding the lecture and effectively participating in classroom discussion and assignments.

Assignments and Grading

1. Journal Assignments (worth 400 points, or 100 points each). During the course of the academic term according to deadlines distributed by the

instructor, you will be responsible for completing any four of the nine end-of-chapter journal assignments in your text.

2. Final paper, 10-15 pages (worth 300 points)
3. Midterm (worth 200 points)
4. Final exam (worth 200 points)

Scale: 95-100 A, 90-94 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-, 67-69 D+, 64-66 D, 60-63 D-, 0-59 F.

Note: *Instructor reserves the right to increase the final accumulated grade by as much as one-half grade, based on classroom participation and positive attitude/interaction.*

Instructor may decrease the final accumulated grade by as much as one-half grade, based on lack of classroom participation and/or interaction.

Email Notifications from the Instructor

Be advised that you will be sent email messages via your university account pertaining to this class, including but not limited to extra credit opportunities, exam schedules and results, and more. However, if you are using another email system such as hotmail or yahoo, for instance, be sure to forward your university messages to your active email account, to ensure that you receive email notification about this class.

Academic Misconduct

Cheating, plagiarism, class disruptions are serious offences. You may not cheat or plagiarize or disturb the class with outbursts or other inappropriate behaviors. If you do, you may receive a failing grade and/or be reported to the appropriate academic authorities.

Use of Technology During Class

Especially in this course investigating the impact of media and technology on interpersonal communication, you may not use during class any electronic device, including but not limited to cell phones, laptop computers, and personal digital assistants.

Disabilities: Students with disabilities are encouraged to contact the instructor if special consideration is needed to complete any assignment or to attend any class.

Attendance

Attendance is particularly important in a class such as this in which concepts are introduced, debated and analyzed. In addition, facts and definitions will be presented that you will be required to know for exams. Thus, listening, participation and note-taking are essential if you wish to earn a passing or a superior grade.

Email Notification Policy on Class Absences:

You can miss as many lectures as you like, providing that a quiz, an exam or other assignment deadline is not scheduled during that class period. Keep in mind that the more classes you miss, the lower your grade typically will be on quizzes and exams, as these will be based on large part on discussion during class. Nonetheless, if you must miss, simply send an email to me explaining the reason for the absence. The only requirement is that you tell the truth. Do not say you were ill if you overslept, for instance. Do not invade your own or another person's privacy in telling the truth (i.e., simply say you had to meet a medical appointment – don't explain symptoms). You can email me before you miss the scheduled lecture or send it to me within 24 hours after the absence. **Note:** *Failure to notify me per the above will count as an unexcused absence. If a quiz or exam is given that day, you will not be allowed to do a make-up.*

Unexcused Absences

Because of the attendance policy, unexcused absences must be dealt with seriously. Your final grade will be lowered by one-half letter for each unexcused absence.

Late Arrival, Early Departure Policy

If you arrive late to class or have to leave early, you must sit in a section of seats near the exit. Those seats have been reserved for that purpose, so you will not

disturb the class with your comings and goings. If you arrive late or leave early without sitting in these seats, you must notify me by letter or email about the reason. If you do not, your tardiness or early departure will be counted as an unexcused absence.

Make-up Assignment Policy

If I am notified in advance about an illness or bonafide excused absence, as defined by and according to university policy, a make-up quiz or exam will be provided. No make-up will be provided if you fail to notify me or if the excuse does not qualify (oversleeping, for instance).

Final Exam: Final exams are set by university policy. The date cannot be changed to coincide with your personal schedule.

Syllabus for workshops and seminars:

SEMINAR IN MEDIA ETHICS

Professor:

Academic Term:

Phone:

Day and Time:

Email:

Room Location:

Office Location:

Office Hours:

Course Description

This class analyzes the “interpersonal divide,” a concept that illustrates what happens at work and at home when we communicate electronically with each other, instead of face to face. The seminar will investigate whether information technology has blurred boundaries of home and work, affecting our value systems. We also will study mass media’s effect on society and relationships from the 19th Century to the present day, documenting how corporate ecosystems have changed the nature of communication, undermining our sense of community.

Content of Lectures

Major topics will be analysis of theories and research associated with mass communication and interpersonal communication, corporate journalism practices, overconsumption of media and technology, the impact of marketing,

diffusion of media and technology in society from historical and current-day perspectives, displacement; and moral, cultural, and social upheavals associated with media ethics.

Goals

1. To associate media and technology with environments that impact human communication in all its forms.
2. To analyze the diffusion of media and technology from the 19th century to the present, analyzing the impact on social change and cultural/ethical values.
3. To apply the terminology and theories of communication in your analyses of diffusion and social, moral, and cultural change.
4. To spark discussion via readings and ethical case studies on the interpersonal divide, along with other dynamic communication issues, that will lead to innovative paper ideas and publishable research papers.

Textbook

Interpersonal Divide: The Search for Community in a Technological Age by Michael Bugeja (Oxford, 2005).

Readings: There are an introductory chapter and nine chapters in this text book.

You are to read one chapter per week, beginning with the introduction, and pay

close attention to the end-of-the-chapter assignments, especially journal assignments, discussion and paper ideas, and suggested readings. You are expected to complete the reading prior to the first class period of each week. Completion of readings is essential to understanding the lecture and effectively participating in classroom discussion and assignments.

Assignments and Grading

1. Journal Assignments (worth 500 points, or 100 points each). During the course of the academic term according to deadlines distributed by the instructor, you will be responsible for completing any five of the nine end-of-chapter journal assignments in your text. Choose assignments that augment understanding of your research idea to be explored in your final paper.

Note: Deadlines for journal assignments:

- No. 1 Assignment (deadline: mm/dd/yr).
- No. 2 Assignment (deadline: mm/dd/yr).
- No. 3 Assignment (deadline: mm/dd/yr).
- No. 4 Assignment (deadline: mm/dd/yr).
- No. 5 Assignment (deadline: mm/dd/yr).

2. First draft of paper based on research idea (worth 250 points)

3. Final paper, 10-20 pages (worth 250 points)

Scale: 95-100 A, 90-94 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-, 67-69 D+, 64-66 D, 60-63 D-, 0-59 F.

Remarks on Journal Assignments

Your journal assignments should be associated with your research idea for your final paper. During seminar sessions we will discuss the group's journal assignments and research ideas in a collaborative manner to enhance hypotheses and methodologies.

Remarks on Paper Assignment

Essentially you will have three deadlines associated with your paper:

1. A one-page ungraded description of your research idea (deadline: mm/dd/yr).
2. A first draft of your research paper (deadline: mm/dd/yr).
3. A final draft of your research paper (deadline: mm/dd/yr).

Note: During seminar we will discuss first drafts in a collaborative manner to enhance your paper's effectiveness. Students completing papers in this class will be encouraged to send them into paper competitions sponsored by the National Communication Association, the International Communication Association, and/or the Association for Education in Journalism and Mass Communication.

The instructor will work individually with students on papers deemed publishable in academic journals.

Email Notifications from the Instructor

Be advised that you will be sent email messages via your university account pertaining to this class, including but not limited to extra credit opportunities, exam schedules and results, and more. However, if you are using another email system such as hotmail or yahoo, for instance, be sure to forward your university messages to your active email account, to ensure that you receive email notification about this class.

Academic Misconduct

Cheating, plagiarism, class disruptions are serious offences. You may not cheat or plagiarize or disturb the class with outbursts or other inappropriate behaviors. If you do, you may receive a failing grade and/or be reported to the appropriate academic authorities.

Use of Technology During Class

Especially in this course investigating the impact of media and technology on interpersonal communication, you may not use during class any electronic device, including but not limited to cell phones, laptop computers, and personal digital assistants.

Disabilities: Students with disabilities are encouraged to contact the instructor if special consideration is needed to complete any assignment or to attend any class.

Attendance

Attendance is vital in a seminar class that emphasizes collaborative learning. Unexcused absences will result in a lowering of your grade by one-half mark for each occurrence. It is especially important not to miss workshops when paper ideas and research will be discussed because these will not be made up at a later date. Deadlines must be met (*see above schedules*). No late assignments accepted when absences are unexcused.

Email Notification Policy on Class Absences:

Notify me via email if you must miss class, citing the reason. If it is a bonafide excuse according to policies listed in the Student Handbook, you will be excused from seminar.

Unexcused Absences

Because of the attendance policy, unexcused absences must be dealt with seriously. Final grades will be lowered by one-half letter for each unexcused absence.

4. Sample Grading Documents

In this section of the instructor's manual you will find handy grading documents for paper and journal assignments. You may edit or grade those according to your wishes and goals, of course; but the documents presented here are meant to facilitate the process. Feel free to adapt them.

Paper Assignment

Instructions: You are to compose a 10-20 page, double-spaced paper for consideration in student paper competitions sponsored by the National Communication Association, the International Communication Association, or the Association for Education in Journalism and Mass Communication.

Important Note: Please make enough copies of your paper for each student in the class. Each student is required to read every paper for seminar discussion and revision suggestions. On the day the paper is due, the instructor will inform you when your paper will be scheduled for discussion. You are responsible for incorporating useful suggestions from the instructor and seminar participants into a final draft.

Grading: The first draft of your paper is worth a maximum 250 points. The final draft of your paper is worth a maximum 250 points.

Writing Tips

1. Is the topic of your paper appropriate for the intended association competition? If not, keep reading accepted papers online and revise accordingly.
2. Does the title of your paper constitute a contract with the reader, clearly conveying a sense of the material to come? If not, create such title.
3. Does the introduction (first 150-250 words) play off the title? Present a communication issue to be resolved, or intriguing situation to capture the

external reviewers' interest? If not, isolate where in the manuscript you focus on such a problem, issue or situation and revise so that it is highlighted from the start of your piece.

4. Is the theme (what you are really trying to convey) evident and developed throughout the draft? If not, mark specific passages in your draft where a thematic statement might be inserted.

5. Is the piece structured appropriately (clear statement of purpose, research questions, literature review, methodology, findings, discussion, and conclusion) so that the external reviewers understand the intent of your piece from the very start and can follow it easily to conclusion? If not, mark passages where such grounding can be added and revise accordingly.

6. Use three adjectives to describe the voice you hear on the page when you read your paper aloud. Are those tones appropriate for the topic? If not, suggest other tones and revise your manuscript.

7. Circle facts, quotations, citations, or other evidence of research in your draft. Is the amount of research appropriate for the topic? the audience? If not, revise the draft so it is __less __more so.

8. If you are using footnotes, have you recorded them accurately per the style of your intended competition—American Psychological Association for the NCA and ICA and Chicago Manual of Style for AEJMC?

9. If you use online sources for your citations, please print a paper copy of that Web site for your files and test your link before handing in your assignment, as online citations often have a half-life and vanish from the Internet—a serious scholarly concern.

10. Does your discussion or conclusion section contain a substantial truth that the reader can track from the very start through theme statements? If not, what kind of message should you leave the audience with? Revise accordingly, paying attention to theme statements and how they yield (or fail to yield) a substantive conclusion.

Final Checks: Have you done: A fact check? A spelling check? A grammar check?

First Draft Grading Sheet

<i>Content</i>	<i>Concepts*</i> 1-50	<i>Argument*</i> 1-50	<i>Technical*</i> 1-50	<i>Writing*</i> 1-50	<i>Other*</i> 1-50
<i>Subtotal</i>	_____	+ _____	+ _____	+ _____	+ _____ =

____/250					

Note: *Concepts:* Paper deals with a substantial communication concern in topic and/or theme with proper exploration in discussion and conclusion sections and content significant enough to warrant acceptance by a communication association. *Argument:* Author carefully explains research questions and hypotheses, supplies a thorough literature review, and develops paper logically or insightfully to conclusion. *Technical:* The author uses appropriate methodology to execute research questions that lead to verifiable findings. *Writing:* Author engages the reader with proper syntax, grammar, and spelling in a clear, cogent manner, adhering to proper association style guidelines. *Other:* Author exhibits adequate level of execution from research idea to first draft with likelihood of paper being seriously considered by a communication association.

Comments:

Final Draft Grading Sheet

<i>Content</i>	<i>Concepts*</i> 1-50	<i>Argument*</i> 1-50	<i>Technical*</i> 1-50	<i>Writing*</i> 1-50	<i>Other*</i> 1-50					
<i>Subtotal</i>	_____	+	_____	+	_____	+	_____	+	_____	=
____/250										

Note: *Concepts:* Paper deals with a substantial communication concern in topic and/or theme with proper exploration in discussion and conclusion sections and content significant enough to warrant acceptance by a communication association. *Argument:* Author carefully explains research questions and hypotheses, supplies a thorough literature review, and develops paper logically or insightfully to conclusion. *Technical:* The author uses appropriate methodology to execute research questions that lead to verifiable findings. *Writing:* Author engages the reader with proper syntax, grammar, and spelling in a clear, cogent manner, adhering to proper association style guidelines. *Other:* Author exhibits superior level of execution from research idea to first draft with likelihood of paper being accepted by a communication association.

Comments:

5. Sample Multiple Choice Exam

In large-class settings, you will have to resort to multiple-choice exams to facilitate computer grading. Multiple-choice questions should emphasize key concepts, definitions and/or tools and be as challenging as essay-based questions. Typically each question is worth 10-20 points in a midterm or final exam, unless otherwise noted. Here is a selection in a number of multiple-choice formats covering every chapter in *Interpersonal Divide*, with an answer key following the last question:

1. **Worth 5 points each.** *Although the circumstances of digital displacement vary, all such scenarios will have certain factors in common. Put a check mark to the left of the factor (A-J below) if it is one of the five associated with this concept:*

Answer:

- A. ____ Alignment of role and identity.
- B. ____ Blurring of work-home boundaries.
- C. ____ Influence on drive and ambition.
- D. ____ Harmony of environments, virtual and real.
- E. ____ Influence on values and priorities.
- F. ____ Clash of environments, virtual and real.
- G. ____ Blurring of role and identity.
- H. ____ Delineation of work-home boundaries.
- I. ____ Impact of all the correct factors above on relationships.
- J. ____ Impact of none of the above factors on relationships.

2. Define conscience and consciousness from the statements below (A,B,C,D):

- A. Conscience is the inner knowing of right and wrong, and consciousness is the awareness of how our actions impact others.
- B. Conscience is the inner knowing of good and bad, and consciousness is the awareness of how others' actions impact our own.
- C. Conscience is the inner knowing of right and wrong, and consciousness is the awareness of how others' actions impact our own.
- D. Conscience is the inner knowing of good and bad, and consciousness is the awareness of how our actions impact others.

3. **Worth 5 points each.** Put a checkmark next to each statement (A-F below) that also is one of the three requirements of consciousness.

- A. That we foresee the impact of our actions before taking them.
- B. That we assess consequences of past actions to make informed choices in the future.
- C. That we accept consequences when the outcome is good and disregard them with the outcome is bad.
- D. That we see the world as it actually is rather than how we would like it to be.
- E. That we take action first and then assess outcomes later.
- F. That we see the world as it we would like it to be to enjoy peace of mind.

4. From the list below (A,B,C,D), pick the answer that best describes the main media effect of TV news?

- A. Television news increases perception of geographical distance.
- B. Television news decreases perception of geographical distance.
- C. Television news increases interest in distant geographical regions.
- D. Television news decreases interest in distant geographical regions.

5. Choose the phrase (A,B,C,D,E) that best completes this sentence: The “optimum level of fear” is achieved from a marketing perspective when ...

- A. consumers opt to purchase a product or service to offset negative consequences.
- B. consumers opt to postpone purchase of a product or service in fear of negative consequences.
- C. consumers lose the fear of purchasing a product or service, despite negative consequences.
- D. consumers opt to purchase a product or service to offset positive consequences.

6. Which statement below (A,B,C,D) defines peace from an interpersonal perspective.

- A. A state of consciousness that overlooks the thoughts, words, and deeds of others so we can focus on ourselves.

- B. An expansive knowing of how thoughts, words, and deeds affect others and ourselves.
- C. The wherewithal to meet challenges effectively by interacting with others according to a set of firmly held beliefs.
- D. The wherewithal to circumvent challenges by interacting with others according to their set of firmly held beliefs.

7. Choose the phrase (A,B,C,D,E) that best defines the term "synderesis" as applied by ancient Greek philosophers.

- A. Associated with the conscience, synderesis is the divine spark that ignites an innate understanding of ethics.
- B. Associated with consciousness, synderesis is the divine spark that ignites an innate understanding of ethics.
- C. Associated with the conscience, synderesis is the divine spark that ignites an awareness of the world and our actions in it.
- D. Associated with the conscience, synderesis is the divine spark that ignites an awareness of the human condition.

8. **Worth 5 points each.** Below you will find a list of "habits" (A-N). Put a check mark to the left of the habit if it is one of the seven habits associated with people who overconsume media:

- A. ___ Assuming you own a lie after you tell it.
- B. ___ Assuming you have two options: to lie or tell the truth.

- C. ___ Telling practical jokes in public places.
- D. ___ Not counting or cutting your gains.
- E. ___ Not counting or cutting your losses.
- F. ___ Coveting what you lack and losing what you have.
- G. ___ Doing unto others as they would do unto you.
- H. ___ Asking permission instead of forgiveness.
- I. ___ Defending your motives, damning others' as self-serving.
- J. ___ Defending the motives of others and damning your own as self-serving.
- K. ___ Living each night as if it were your last.
- L. ___ Guessing at motive but acting on it as if it were truth.
- M. ___ Simplifying the cause of solutions so as to give credit when due.
- N. ___ Simplifying the cause of problems so as to place blame.

9. *All formats of communication, from a letter to a cell phone, accomplish one mystifying feat. Select the statement that best describes that feat from the examples below (A,B,C,D):*

- A. Communication enhances relationships by bringing people closer.
- B. Communication improves the economy by creating a demand.
- C. Communication maintains habitat by extending biological laws.
- D. Communication alters habitat by defying physical laws.

10. Fill in the correct word (A,B,C,D,E): Modern media history begins with

_____.

- A. television. B. brand marketing C. electricity.
D. superconductivity E. transatlantic cable

11. The invention of which three devices (A,B,C,D) literally transformed society and the American landscape:

- A. telegraph, telephone, and radio.
B. wire service, radio, television.
C. radio, television, cable.
D. television, cable, satellite.

12. Finish the following sentence (A,B,C,D below) so that it accurately conveys a key concept, in accordance with media history: Magazines had a geographic advantage over newspapers because ...

- A. they could be delivered regionally due to a monthly deadline.
B. they were bound to local economies and could rely on regular subscriptions.
C. they were not bound to local economies and could sell national brands.
D. they were published in New York City and could disseminate national news.

13. Which medium (A,B,C,D) first sparked these quandaries impacting us yet today:
influence on electorate, acquisition of multiple outlets, focus on profit:

- A. cable television B. radio C. cameras D. home
computers

14. Which media (A,B,C,D) helped establish mass marketing because they could target
segments of the audience rather than geographic areas of distribution:

- A. magazines and radio
B. radio and newspapers
C. newspapers and radio
D. newspapers and television

15. Finish this sentence using a phrase below (A,B,C,D) so that it accurately represents a
key concept in keeping with the interpersonal divide: The blurring of identity occurs
when technology ...

- A. exceeds the average household income.
B. extends the range of the human senses.
C. markets goods and services according to perceived need.
D. places an individual in two or more places at once.

16. Finish this sentence using a phrase below (A,B,C,D,E) so that it accurately
represents a key concept in keeping with the interpersonal divide: The real domino
effect – the one that should command our attention – typically occurs with ...

- A. imperialist governments.
- B. state-controlled media.
- C. political revolution.
- D. military intervention.
- E. technological change.

17. Which historical figure (A,B,C,D,E) used media to prove that truth was greater than authority:

- A. Martin Luther
- B. Martin Luther King
- C. Johannes Guttenberg
- D. Guglielmo Marconi
- E. Samuel Morse

18. When Marshall McLuhan spoke of "a global village," he was referring to what medium (A,B,C,D,E):

- A. telephony
- B. telegraph
- C. television
- D. telephone
- E. teleconference

19. When Marshall McLuhan proclaimed "the medium is the message," he was referring to what effect (A,B,C,D)?:

- A. a new environment created by the medium.
- B. a new industry created by the medium.
- C. a new interpretation of content
- D. a new application of the medium.

20. **Worth 5 points each.** When the medium becomes the message, how does that impact content or information? Put a check mark to the left of four correct responses:

Answer:

- A. ___ Content distorts the medium, making information unreliable.
- B. ___ The medium actively helps determine meaning.
- C. ___ Information becomes timelier when delivered to audience.
- D. ___ The medium generates different knowledge than the content of a message.
- E. ___ Each medium produces a distinct view of reality.
- F. ___ Content of the message undermines the medium.
- G. ___ Media systems create their own cultures.
- H. ___ Information is distributed to ever-widening audiences.

21. **Worth 5 points each.** Below you will find definitions for concepts on how advertising is targeted at consumers (match words A, B, C). In the right column you will

find definitions for these words. Place the letter (A, B, C) in the space to the left of the correct definition.

match words

definitions

- | | | |
|---------------------|-------|--|
| A. manifest message | _____ | what the product really does and what happens when we use it. |
| B. latent message | _____ | an obvious message that says "buy this product." |
| C. social message | _____ | a hidden message hinting how one's life will change if the product is purchased. |

22. **Worth 5 points each.** Interpersonal Divide *challenges readers to live "three dimensionally" (linearly, horizontally, deeply).* Below you will find definitions for those concepts among other inaccurate definitions. Put a check mark to the left of each correct definition below:

- A. _____ "linearly, in the time spent interacting meaningfully with those who will return the same level of mindfulness."
- B. _____ "linearly, in the time spent interacting meaningfully with others in community, from clerks at the checkout counter to VIPs at the country club."
- C. _____ "horizontally, in valued relationships that transcend race, sex and class, acknowledging the insights of others across a broad social spectrum."
- D. _____ "horizontally, in valued relationships that cluster us with our own racial, sexual, and social class demographics."
- E. _____ "deeply, in contributions made to community through those interactions and relationships."
- F. _____ "deeply, in contributions made to community through symbiotic and demographic relationships."

23. Worth 5 points each. Interpersonal Divide *posits that idolaters live two-dimensionally (flatly and episodically) in disharmony with others and measure the quality of their world according to benchmarks associated with media and technology. Below you will find definitions for flat and episodic living among other inaccurate definitions. Put a check mark to the left of each correct definition below:*

- A. *flatly*, characterizing others as worthy or unworthy, based on their race, class, religion, culture, politic, or belief.
- B. *flatly*, gauging the quality of life based on choices made independent of outcomes past incidents.
- C. *episodically*, characterizing others as worthy or unworthy, based on their values regardless of race, class, religion, culture, politic, or belief.
- D. *episodically*, gauging the quality of life based on outcomes of incidents or reacting to others based on past incidents taken out of context.

24. Worth 5 points each. *The way to “repatriate to the village,” or become mindful of the value of community, is to base one’s life on two philosophical tenets: examination and moderation. Below you will find statements on both concepts. Put a check mark to the left of the two statements that accurately describe those concepts:*

- A. *Seek moderation in all things, Aristotle advised.*
- B. *The unexamined life is not worth living, according to Socrates.*
- C. *Seek moderation in some but not all things, Socrates advised.*
- D. *The examined life is not worth living, according to Aristotle.*

25. Worth 5 points each. Interpersonal Divide *acknowledges that no set of personal values will work for all people. However, the text does recommend that enduring values possess certain commonalities. Below you will find a list of commonalities. Put a check mark to the left of the four correct commonalities (A-H below) as indicated in your text:*

- A. _____ *Personally edifying*
- B. _____ *Culturally inclusive*
- C. _____ *Culturally exclusive*
- D. _____ *Relatively focused*
- E. _____ *Morally focused*
- F. _____ *Socially beneficial*
- G. _____ *Personally off-putting*
- H. _____ *Politically edifying*

NOTE: For an answer key to this sample exam, email Michael Bugeja.