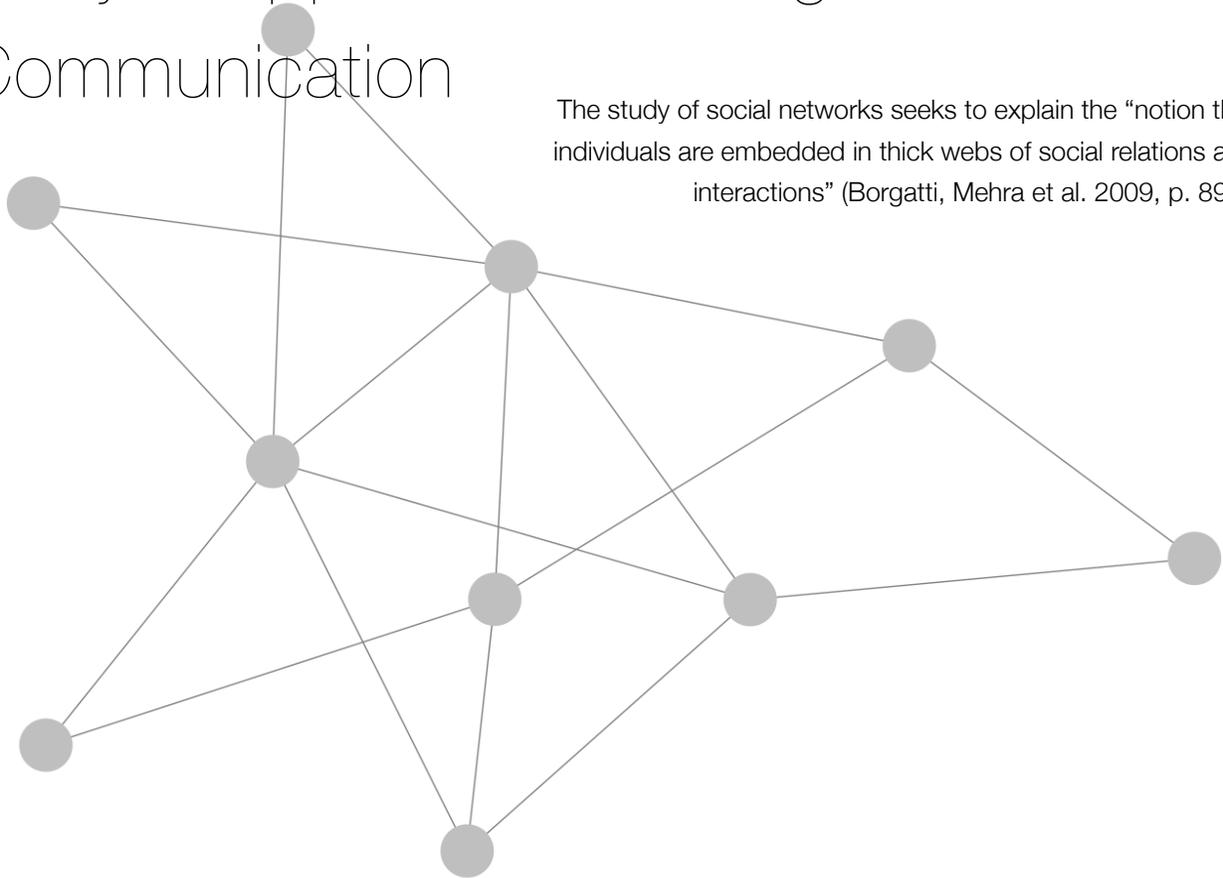


Communication Studies 350C: Crowds, Clouds, and Community: Network Analytic Approaches to Organizational Communication

The study of social networks seeks to explain the “notion that individuals are embedded in thick webs of social relations and interactions” (Borgatti, Mehra et al. 2009, p. 892).



LEARNING OBJECTIVES

1. Students will demonstrate an understanding of quantitative models or arguments: **Specifically, in this class, you will develop an awareness of analytical techniques for the study of social networks.**
2. Students will apply quantitative reasoning to real-world problems: **Specifically, during the class, you will practice network analysis techniques to make inferences about and make recommendations for addressing real world problems.**
3. Students will articulate the value of quantitative reasoning for understanding the world around them. **Specifically, after taking this course, you will be able to explain the power of network-centric accounts of individual and collective communicative behavior.**

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COURSE INFORMATION

The class meets on Mondays and Wednesdays from 11:00 AM to 11:50 AM in CMA 3.116, and online on Fridays. Friday classes will be asynchronous.

Course Description

This course introduces the use of social network theory and analysis to understand the complex communication and connections that bind teams, families, organizations, and communities. We will study the formation of systems of interaction broadly conceived. We will consider examples of network analytic approaches to theorize, visualize, analyze, and understand, for example, criminal networks, professional service firms, government contracting, social media platforms, virtual worlds, interorganizational dynamics, post disaster recovery, and ad hoc organizational forms.

The class is inspired by Cynthia Stohl's 2013 Presidential Address to the International Communication Association, entitled *Crowds, Clouds, and Community* (Stohl, 2014). Stohl argued, "Embodying both the promises and perils of our collective past and the dreams and dangers of global connectedness, the study of crowds, clouds, and community includes assumptions about central communication processes: organizing, socializing, and mediatizing" (p. 1). She made the case for the distinctive potential of communication theories, methods, content, and practices to "move seamlessly between the analogic and the digital, the historical and the contemporary, across interpersonal and organizational domains, and within and across cultures" (p. 14). This class aims to provide resources to understand that connectedness and the communication that constitutes it.

Quantitative Reasoning

As a QR flagged course, the School of Undergraduate Studies asks us to keep in mind:

"This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems."

Instructor

Joshua B. Barbour, PhD

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Office Hours: **M 12 PM - 2 PM** and by appointment | Office: CMA 7.122C

Course Materials

- Easley, D. & Kleinberg, J. (2010). *Networks, crowds, and markets: Reasoning about a highly connected world*. New York: Cambridge University Press. <http://www.cs.cornell.edu/home/kleinber/networks-book/> (E&K)
- Hanneman, R. A. & Riddle, M. (2005). *Introduction to social network methods*. Riverside, CA: University of California, Riverside. <http://www.faculty.ucr.edu/~hanneman/nettext/> (H&R)

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- R/RStudio - We will use cross-platform, open source data analysis and visualization software. If you have access to your own computer, I recommend you install the open source desktop version of RStudio available at <https://www.rstudio.com>. You can also access R and RStudio in the **CMA 4.138, 4.142, and 4.144 computer labs at all the Digital Media Labs Seats**.
- Gephi - You may also want to install the cross-platform, open source application for visualization, Gephi, <https://gephi.org>.
- These and additional readings will be made available through Canvas.

The readings will introduce mathematical formulae and proofs behind the concepts we are discussing. A goal in this class is to help you make sense of mathematical representations of complex social phenomena, which is a bit like learning another language. Do your best to make sense of formulae and proofs as you are reading, and we will discuss them at length during class.

Course Format

Class will include a mix of lecture, discussion, laboratory formats. Lectures present detailed reviews and analyses of theory and research bearing on each topic treated in the course, with particular attention to the relationship between theory, methods, analysis, and research evidence. Lectures supplement but do not duplicate the readings; readings supplement but do not duplicate the lectures. Because the lectures present a substantial body of detailed information and analyses, I encourage you to ask questions and seek any needed clarification of lectures and readings during class. Class will also involve discussion about readings and examples, so it is essential that you are prepared. When possible, I will post slides ahead of class and/or bring handouts for taking notes. If you are ever not sure of a concept (or just want to double check), please be sure to ask. The laboratory-focused classes (typically Fridays) will shift the focus to your own work with readings and data, and I will be available online and in my office to answer questions.

ASSIGNMENTS

Class will blend lectures on concepts and methods and interactive discussion of readings and examples. To prepare for class, you will complete **close reading notes (CRNs)**. CRNs must be typed, and turned before class begins. Be sure to bring a paper or electronic copy to class as well as turning it in online. You will write up at least 18 of the 21 readings we discuss. Each CRN is worth 6 points, and you can complete extra CRNs to replace your lowest scoring CRNs.

1	Close Reading Notes (CRNs)	108 points
2	Classroom and Online Engagement Activities	42 points
3	Laboratory Assignments (6)	500 points
4	Exams (2) + Concept Lists (2)	350 points
5	<i>Optional</i> Cumulative Final Exam	Can replace 1 exam score.

Your **engagement** in the class in person and online is essential. Throughout the semester you will complete short activities in class and online to demonstrate your preparation, professionalism, and engagement. Together, these short activities will be worth 42 points with specific deadlines to be announced.

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Laboratory assignments will involve the visualization and analysis of network data. You will be expected to conduct the analysis, interpret the results, and report the results in a way that builds an argument using the data available to you. The laboratory assignments will make use of the R programming language and RStudio.

Exams will test your mastery of course material. Exams will cover substantive concepts and theories and will include example data and analysis that you will need to interpret to answer questions. The week before each exam, you to submit a **concept list** from previous readings, lectures, labs, and activities (drawn from your CRNs). I will use the concept lists to inform the design of each exam. Simply submitting this list will count towards your exam grade (25 points for each list / 150 points for each exam). At the end of the semester, you may elect to participate in an optional, cumulative final. You will need to submit a refined concept list for the final, that integrates the lists you submitted previously and your score on the final (if higher) will replace your lowest exam grade.

LABORATORY ASSIGNMENT DESCRIPTIONS

For each lab, please turn in a write up of your analysis addressing the prompt including visualizations and the results of calculations. If the lab involves computation, please attach the syntax for the analysis you undertook. I will circulate and discuss more detailed versions of each lab assignment, and we will review examples during class that are similar to the work required in each lab. We will also dedicate class time on the Friday before each lab is due to answering your questions. These are brief descriptions of each lab.

1. **Visualizing your network data (80 points)** - This lab will ask you to encode the personal network data you collect as a set of matrix and attribute data files, create at least three visuals of the data using R, and reflect on patterns you see in the data visualizations.
2. **Researching, quantifying, describing, and visualizing another set of network data (80 points)** - You will select a set of network data, research and describe how the data were collected, compute and interpret indicators of individual properties, and visualize the data using R.
3. **Making sense of local and global network properties (80 points)** - The purpose of this assignment is for you to demonstrate your ability to compute and interpret individual and global measures of networks (e.g., centrality and density). The purpose of this assignment is for you to demonstrate your ability to compute and interpret individual, local, and global measures of networks. Using Freeman's (1979) Electronic Information Exchange System (EIES) dataset, you will calculate and interpret measures such as geodesic distance, centrality, network centralization, density, clustering coefficients, transitivity and so forth.
4. **Comparing networks to make inferences about their differences and similarities (80 points)** - Using the Krackhardt High-Tech Managers dataset, you will compare the relationships between between advice, friendship, and reporting relationships to visualize the data, look for subgroups in these data, look for structural holes, and compare the networks using QAP analysis.
5. **Telling the story of your work with data (100 points)** - Based on your work in this class, you will craft a pitch for you ability to help organizations make sense of their own social networks and craft a portfolio of your work with data drawing on the previous labs to support your pitch.
6. **Revise and resubmit (80 points)** - Select a lab to revise and resubmit based on the feedback you received.

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GRADING

Grade	Per Assignment Grading Scale	Overall Course Grading Scale
A	94.0-100.0%	940 – 1000 points
A-	90.0-93.9%	900 – 939 points
B+	87.0-89.9%	870 – 899 points
B	84.0-86.9%	840 – 869 points
B-	80.0-83.9%	800 – 839 points
C+	77.0-79.9%	770 – 799 points
C	74.0-76.9%	740 – 769 points
C-	70.0-73.9%	700 – 739 points
D+	67.0-69.9%	670 – 699 points
D	64.0-66.9%	640 – 669 points
D-	60.0-63.9%	600 – 639 points
F	0.0-59.9%	0 – 599 points

The grading of assignments will focus on your mastery of required course material, the rigor of your analyses, and the quality of your written and visual work using point values point values that correspond with the following scale:

A - Excellent in all or nearly all aspects. Marked by the originality of ideas and insight.

B - Technically competent, with a lapse here and there.

C - Competent but not yet good. *Meets all assignment minimum requirements.*

D - Some effort was made but there are many flaws. Important elements of the assignment may have been ignored.

F - Demonstrating minimal effort on your part. Work may be too short, or may not respond to the assignment. -

or- The assignment was not turned in.

Pluses and minuses indicate performance that is slightly better or worse than described in the scale.

At the end of the semester, I will total the points earned on all assignments and assign final grades using the Overall Course Grading Scale.

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TENTATIVE COURSE SCHEDULE UPDATED: 10/15/17

All dates and deadlines are subject to change. See Canvas for the specific timing of deadlines.

Week	Topics	Readings Due - If a reading is listed, you should come prepared to discuss it on that day.	Assignments Due
1 & 2 8/30-9/8	Course introductions	<p><u>Wednesday 8/30</u> First day of class. Class orientation.</p> <p><u>Friday 9/1 Online</u> Introduction to R - Complete class engagement exercise online.</p> <p><u>Monday 9/4</u> No class! Labor Day! No readings due.</p> <p><u>Wednesday 9/6</u> Why take a QR class?</p> <ul style="list-style-type: none"> Data Mining for Dates - https://themoth.org/stories/data-mining-for-dates Davenport & Patil (2012) Data scientist Nijhuis (2017) How to call B.S. on big data: A practical guide <p><u>Friday 9/8 Online</u> No readings due. Complete network self assessment for lab 1.</p>	Classroom engagement exercise - 9/1 - Introduction to R
3 9/11-9/15	Simulation - Getting the Resources You Need Why study networks?	<p><u>Monday 9/11</u> Why take this QR class?</p> <ul style="list-style-type: none"> No readings due. <p><u>Wednesday 9/13</u></p> <ul style="list-style-type: none"> No readings due. Continuing discussion of first reading set. <p><u>Friday 9/15 Online</u></p> <ul style="list-style-type: none"> No readings due. Work on Lab 1 	
4 9/18-9/22	Visualizing network data Working with R	<p><u>Monday 9/18</u></p> <ul style="list-style-type: none"> E&K: Chapter 1, Overview <p><u>Wednesday 9/20</u></p> <ul style="list-style-type: none"> H&R Chapter 3, Graphs H&R Chapter 5.1-5.2, Matrices <p><u>Friday 9/22 Online</u> No readings due. Lab work day. Focus on finishing Lab 1.</p>	

Week	Topics	Readings Due - If a reading is listed, you should come prepared to discuss it on that day.	Assignments Due
5 9/25-9/29	Visualizing network data	<p><u>Monday 9/25</u></p> <ul style="list-style-type: none"> E&K: Chapter 2 <p><u>Wednesday 9/27</u></p> <ul style="list-style-type: none"> Krebs (2010) Uncloaking a slumlord conspiracy with social network analysis, data visualization. <p><u>Friday 9/29</u> No readings due. Lab work day.</p>	Lab 1 - 9/29 - Visualizing your data
6 10/2-10/6	Network types and node properties	<p><u>Monday 10/2</u></p> <ul style="list-style-type: none"> H&R: Chapter 10, Centrality and power <p><u>Wednesday 10/4</u></p> <ul style="list-style-type: none"> Holliday, Audrey, Campbell, & Moore, (2016) Identifying well-connected opinion leaders for informal health promotion <p><u>Friday 10/6</u> No readings due. Lab work day.</p>	
7 10/9 - 10/13	Network types and node properties	<p><u>Monday 10/9</u></p> <ul style="list-style-type: none"> E&K: Chapter 3.1-3.5, Strong and weak ties <p><u>Wednesday 10/11</u></p> <ul style="list-style-type: none"> No readings due. <p><u>Friday 10/13</u> No readings due. Lab work day.</p>	Lab 2 - 10/13 - Researching, quantifying, describing, and visualizing another set of network data
8 10/16 - 10/20	Global network properties	<p><u>Monday 10/16</u></p> <ul style="list-style-type: none"> H&R: Chapter 7, Connection and distance <p><u>Wednesday 10/18</u></p> <ul style="list-style-type: none"> Krebs (2002) Mapping networks of terrorist cells <p><u>Friday 10/20</u> No readings due. Lab work day.</p>	
9 10/23 - 10/27	Exam 1	Review on Monday the 23rd, bonus study day on Wednesday the 25th, take the exam on Friday the 27th online.	Exam 1, Part 1 - 10/27

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Week	Topics	Readings Due - If a reading is listed, you should come prepared to discuss it on that day.	Assignments Due
<p>10 10/30 - 11/3</p>	<p>Global network properties</p>	<p><u>Monday 10/30</u> Exam 1, Part 2</p> <p><u>Wednesday 11/1</u></p> <ul style="list-style-type: none"> H&R: Chapter 8.1-8.5, Density, reciprocity, transitivity, clustering <p><u>Friday 11/3 Online</u> No readings due. Lab work day.</p>	<p>Exam 1, Part 2 - 10/30</p>
<p>11 11/6 - 11/10</p>	<p>Groups and communities</p>	<p><u>Monday 11/6 Online</u></p> <ul style="list-style-type: none"> Class online, not in person. Krauss, Mueller, & Luke (2004) Interorganizational relationships within state tobacco control networks - Submit and discuss key concepts online <p><u>Wednesday 11/8</u></p> <ul style="list-style-type: none"> H&R: Chapter 11, Cliques and sub-groups <p><u>Friday 11/10 Online</u> No readings due.</p>	<p>Lab 3 - 11/10 - Making sense of local and global network properties</p>
<p>12 11/13 - 11/17</p>	<p>Network dynamics</p>	<p><u>Monday 11/13</u></p> <ul style="list-style-type: none"> E&K: Chapter 4.1-4.3, Networks in their surrounding contexts Cummings & Pletcher (2011) Why project networks beat project teams <p>NB: Please submit separate CRNs for these readings.</p> <p><u>Wednesday 11/15</u> No class! NCA Convention in Dallas, TX.</p> <p><u>Friday 11/17 Online</u> Class online, not in person. Complete online discussion prompt.</p> <ul style="list-style-type: none"> Hidden influences of social networks TED talk, https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks 	

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Week	Topics	Readings Due - If a reading is listed, you should come prepared to discuss it on that day.	Assignments Due
<p>13 11/20</p>	<p>Network dynamics</p>	<p><u>Monday 11/20</u></p> <ul style="list-style-type: none"> Dhand, Luke, Lang, & Lee (2016) Social networks and neurological illness <p><u>Wednesday 11/22</u> No class! Thanksgiving. No readings due.</p> <p><u>Friday 11/24</u> No class! Thanksgiving. No readings due.</p>	<p>Lab 4 - 11/21 - Comparing networks to make inferences about their differences and similarities</p>
<p>14 11/27-12/1</p>	<p>Network dynamics, advanced topics, and course reflections</p>	<p><u>Monday 11/27</u></p> <ul style="list-style-type: none"> Fleming & Juda (2004) A network of invention Fleming & Marx (2006) Managing creativity in small worlds <p><u>Wednesday 11/29</u></p> <ul style="list-style-type: none"> Krackhardt & Hanson (1993) Informal networks <p><u>Friday 12/1 Online</u></p> <ul style="list-style-type: none"> Rizova (2006) Are you networked for successful innovation? 	
<p>15 12/4-12/8</p>	<p>Exam 2</p>	<p>Review on Monday the 4th, start the exam on Wednesday the 6th, finish the exam on Friday the 8th online.</p>	<p>Exam 2, Part 1 - 12/6 Exam 2, Part 2 - 12/8</p>
<p>16 12/11</p>	<p>Course wrap</p>	<p><u>Friday 12/11</u> No readings due. Share and discuss Lab 5.</p>	<p>Lab 5 - 12/11 Telling the story of your work with data</p>
<p>Finals</p>	<p>Optional Final</p>	<p>Tuesday, 12/19, 9:00-12:00 noon</p>	<p>Lab 6 - 12/15 Turn in your revision</p>

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COURSE AND UNIVERSITY POLICIES

HOW WILL MY WRITTEN WORK BE EVALUATED?

Lab assignment and in class actives that involve written components will be evaluated using the following criteria.

Course Material - Are course concepts and readings deployed when they are relevant? When course concepts and readings are included, are they used correctly? Does the use of course concepts and readings demonstrate that the writer understands?

Analysis and Evidence - Are the analyses undertaken done correctly? Are the interpretations of the analyses reasonable given the results? Is evidence from the analyses marshaled in a way that supports your claims?

Focus - Is there a central argument? Is the central argument focused enough to be covered in the space given? Does the central argument address the assignment?

Organization - Is the structure of your write up clear and easy to follow? Does the argument you are building with data make sense?

Mechanics and Style - Is the assignment free of spelling, typographical, and grammatical errors? Are sentences well-formed? Are words chosen carefully? Have all sources been properly cited?

In evaluating your work in these areas, I use the following guidelines.

A - Excellent in all or nearly all aspects. Marked by the originality of ideas and insight. Style and organization are natural and effective.

B - Technically competent, with a lapse here and there. The argument is clear and reasonable, the analyses undertaken are competently and correctly interpreted, and the writing is generally effective.

C - Competent but not yet good. Meets all assignment minimum requirements. Adequately organized but the specific argument may be overly simple or imprudent. Some errors of analysis throughout. In some cases, excellent ideas may be marked by poor presentation, or the organization and structure might not be flawed but the ideas and how they are developed need improvement.

D - Some effort was made but there are many flaws. Important elements of the assignment may have been ignored.

F - Demonstrating minimal effort on your part. Work may be too short, or the piece may not respond to the assignment. The writing may be impossible to read. -or- The assignment was not turned in.

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HOW SHOULD WE COMMUNICATE, AND WHAT ARE MY COMMUNICATION RESPONSIBILITIES AS A STUDENT?

Most of the time, email will be our preferred avenue of communication. You should check your email regularly, and let me know if my emails are not reaching you. Per University policy:

“All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>”

To reiterate, you should regularly check Canvas for information and updates about the course.

WHAT IF I LEARN DIFFERENTLY FROM MOST STUDENTS AND NEED ACCOMMODATIONS?

All necessary and appropriate academic accommodations will be made for students in accordance with University policy:

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. The University of Texas at Austin offers support services for students with documented physical or psychological disabilities.”

“The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.”

If you learn differently or struggle to learn in a typical classroom setup, you should consider requesting accommodations through the Division of Diversity and Community Engagement, Services for Students with Disabilities at 512-471-6259 or at <http://www.utexas.edu/diversity/ddce/ssd/>

After doing so, please contact me for a brief discussion. I cannot make accommodations retroactively, so please meet with me as soon as possible. SSD letters should be sent to me in PDF, but sending the letter cannot in and of itself constitute a request for accommodation or substitute for a meeting to discuss your needs. We must meet and discuss how to fit the course to your needs.

Even if you do not qualify for accommodations under the ADA, I am glad to try to make adjustments to help you learn as effectively as you can. Please be in touch as soon as possible if you are struggling with course material.

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MAY I USE MY LAPTOP, CELLPHONE, ETC.?

Sure! We will be using technology throughout the class; although, we will periodically take technology breaks. I will walk through examples during class, and I encourage you to follow along. During technology breaks, I will ask you to put away your laptops, cellphones, tablets, etc. and focus completely on what we are doing. When we are using them, please use these technologies with wisdom. First and foremost, you should not distract your colleagues or degrade the quality of their or your learning. This admonition applies to all the technologies we love (e.g., cell phones, music players, tablets, laptops), but it is not limited to them. If you prove a distraction or degrade our community, you will be asked to leave.

Second, think carefully about how your technology use is affecting your own learning. Curating your own attention is one of *the* skills of our age. Technology distracts us. Research tells us that when students bring technology into the classroom, most are unable to resist the temptations of email, shopping, social media, and games. As a result, learning and personal connections suffer. Even when used appropriately for course related work, it may not be ideal for learning. Research has demonstrated that students who take notes by hand tend to perform better, because (a) they must understand and jot what they hear rather than transcribe it, (b) they tend to take notes with more fluency especially by capturing figures and drawing, and (c) handwritten notes require transformation for studying rather than cutting and pasting. In that transformation, important learning takes place.

Third, how you use technology is part of your impression management. We make judgments about others all the time. Who wants to work with or near someone who is distracted, focused on their screen, and checked out of the conversation?

IS ATTENDANCE REQUIRED FOR THIS COURSE?

Of course! Per University policy, attendance is a requirement of all your courses. I do not take attendance, but you should be present and prepared. For more information about attendance, consult the University policy at

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>

WHAT IF I NEED TO MISS A CLASS? WHAT IF I AM LATE TO CLASS?

For the most part, I trust that if you have to miss a class, you likely have a good reason. Likewise, I assume that if you are late, you have a good reason. Just enter the classroom with respect for your colleagues.

If you miss class, it is your responsibility to make up any course material missed by working with classmates and seeking out additional readings and assignments to cover what we covered. This course has no make-up lectures or course notes. If you fail to arrive to class on time or if you arrive unprepared, you may be asked to leave.

WHAT IF I NEED TO MISS A CLASS FOR MILITARY SERVICE, RELIGIOUS HOLIDAY, OR EMERGENCY?

According to University policy, you should provide notification of your pending absence as soon as possible prior to the date of observance of a religious holy day or absence for military service. I recommend you contact me at least two weeks ahead of time if possible. If you need to miss a class due to an emergency, please consult with me as soon as possible.

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If you miss a class activity, examination, or assignment, to (a) observe a religious holy day, (b) participate in required, active military service, or (c) deal with an emergency that is beyond your control, you will have an opportunity to complete the missed work within a reasonable time after the absence.

Again, please consult the relevant University policy for guidance. <http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>

WHAT IF I MISS A LOT OF CLASSES?

Excessive absence that interferes with your ability to complete coursework in a timely fashion may be cause for failing the course (e.g., missing more than four classes over the entire semester due to unexcused absences). If you experience an emergency or personal or family illness that makes it repeatedly difficult to come to class, please reach out to me for help and consult with me and the Dean of Students as soon as possible.

<http://deanofstudents.utexas.edu/>

WHEN ARE ASSIGNMENTS DUE? WHAT IF MY WORK IS LATE?

Unless otherwise noted, assignments are due by the start of class on the due date. If an assignment is even just one minute late, then it is considered late.

Late work will still be graded, but it will be penalized. Each person gets **one, and only one, grace-24-hour-period of lateness** to use at some point in the semester. The first time your work is late, after that grace period lapses, the grade you earn will be penalized by one-third of a letter grade per day late beyond the grace period. This grace period does not apply to exams.

The second time work is completed late, a two-thirds of a letter grade penalty will be applied per day immediately. Each additional time work is late, that penalty will be multiplied by the number of times you have turned in late work (counting the grace day). So, the third time work is late, the penalty is an entire letter grade per day late.

WHAT IF I HAVE A PROBLEM WITH CANVAS, AND MY WORK IS NOT RECEIVED?

No learning management system is perfect. It is your responsibility to check that your assignment has been received. You should be able to view your submission using the Canvas system after submitting it. For help doing so, contact the Canvas help desk. <https://utexas.instructure.com/courses/633028/pages/24-slash-7-support>

You get **one pass on a technology failure per semester** as long as you complete all the required work to turn in your assignments using other means. If you have problem with Canvas, you should email a copy of the assignment as soon as possible. If you do so, I can give you credit for being on time, and we can work together to solve any technology problems.

WILL YOU LOOK AT MY WRITTEN WORK BEFORE I TURN IT IN?

I will answer questions, discuss ideas, review outlines, and look at as much as one paragraph of written work. However, I will not review written work in its entirety before it is due or evaluate work ahead of grading it.

Writing is an important skill for this course and your career as a communication professional. I strongly encourage you to visit the University Writing Center in FAC 211 to workshop your written work.

HOW DO I KNOW WHAT GRADE I EARNED?

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All grades will be posted on Canvas. It is your responsibility to check this regularly to keep track of your grades and make note of any clerical errors. Please bring any errors to my attention right away.

I WANT TO DISCUSS MY GRADE. WHAT DO I DO?

If you want to have me walk through the grade you earned on an assignment or review your exam, please schedule a meeting with me. Be prepared. Bring any materials related to assignment in question (e.g., notes and study materials for an exam, preparatory materials for papers). NB: I do not discuss grades within 24 hours after the grades are posted or returned to you.

WHAT IF I WANT TO HAVE MY WORK RE-EVALUATED?

If you would like me to reconsider the evaluation of your work, you must submit a written request for re-evaluation. To be considered, you must submit the request no later than seven days after you receive feedback. Please note that your score may go up or down when I re-grade it. Your request should make a clear, sound argument for why I should reconsider your work by, at a minimum, highlighting aspects of the grading rubric that I should review again.

WHAT IF I WANT TO DISCUSS MY GRADES OVERALL OR WHAT IF I NEED HELP CALCULATING MY GRADE SO FAR IN THE COURSE?

If you want an exact calculation but are not sure how to calculate one, schedule a meeting. All discussions of your overall grades must be completed no later than 48 hours after you receive your last grade in the course.

CAN I EARN EXTRA CREDIT?

This course will participate in the Communication Studies Research Participation System.

<http://commstudies.utexas.edu/undergraduate/extra-credit-opportunities>

You may earn up to 1% of your overall course grade through the system, where 1 research credit (or 1 research hour) equals 1% of your overall course grade. I will add any extra credit you earn by adding it to your course point total at the end of the semester. In this class, 1% of your grade would be 10 points.

If you prefer to complete an alternative to earn this extra credit, please contact me.

All extra credit assignments must be completed by one week before the last regular class day.

WHAT IF I WANT TO GET HELP WITH MY WRITING?

Check out the the Moody College Writing Support Program. Here's a blurb about their many helpful services:

The Moody College Writing Support Program (<http://sites.utexas.edu/moodywriting/>) located in BMC 3.322, offers one-on-one assistance without charge to undergraduates seeking to improve their professional writing in all fields of communication. We have student specialists in Journalism, RTF, CSD, CMS, Communication & Leadership and PR & Advertising. In addition, we offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may guarantee their time by booking half-hour appointments on our website for assistance during all stages of the writing process. Writing coaches also will take drop-ins if they are not working with appointments.

COMMUNICATION STUDIES 350C: CROWDS, CLOUDS, AND COMMUNITY: NETWORK ANALYTIC APPROACHES TO ORGANIZATIONAL COMMUNICATION

WHAT ARE OUR STANDARDS OF ACADEMIC INTEGRITY AND HOW DO THEY APPLY?

University standards regulating academic integrity are strictly enforced in this course, which includes the University honor code:

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

You should carefully review the University policy on scholastic dishonesty:

“The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student’s learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at <http://deanofstudents.utexas.edu/sjs>”

In this class, infractions may result in (a) a zero for the assignment or (b) a failing grade in the course, at the instructor’s discretion, and will be reported to Student Judicial Services.

More information on academic integrity is available at <http://deanofstudents.utexas.edu/>

Remember this general principle: There are very few problems in this class that you and I cannot work together to address. If you are facing a crisis wherein you are tempted to violate standards of academic integrity, please come talk to me.

COMMUNICATION STUDIES 350C: CROWDS, CLOUDS, AND COMMUNITY: NETWORK ANALYTIC APPROACHES TO ORGANIZATIONAL COMMUNICATION**REFERENCES**

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ADDITIONAL RESOURCES

Read Seth Stephens-Davidowitz's (2017) *Everybody lies: Big data, new data, and what the internet can tell us about who we really are*, or listen to the author talk about the book in episode 70 of the Hidden Brain podcast, *Who we are at 2 A.M.* <http://www.npr.org/podcasts/510308/hidden-brain>

Check out the Data Stories podcast too: <http://datastori.es>, especially episode 95, on the challenges of working in data visualization.

Here's another story about an effort to hack online dating: https://www.ted.com/talks/amy_webb_how_i_hacked_online_dating

Check out these additional readings to learn more about networks.

Hopke, J. (2016). Translocal anti-fracking activism: an exploration of network structure and tie content. *Environmental Communication*. doi:10.1080/17524032.2016.1147474

Padgett, J. F., & Ansell, C. K. (1993). Robust action and the rise of the Medici, 1400-1434. *American Journal of Sociology*, 98, 1259-1319.

Zwijze-Koning, K. H., & de Jong, a. M. D. T. (2015). Network analysis as a communication audit instrument: Uncovering communicative strengths and weaknesses within organizations. *Journal of Business and Technical Communication*, 29, 36-60. doi:10.1177/1050651914535931