

DIFUSION OF INNOVATIONS
JOUR 6315
TEXAS TECH UNIVERSITY
Spring 2021
(Last Updated 1/24/2021)

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Office Hours: [See Scheduling Link]

Zoom Office: <https://texastech.zoom.us/my/kerk.kee>

Links for Virtual Classroom

- **Zoom Class Meetings:** Register for a unique link following this [URL](#). With this registration, your attendance is automatically recorded for every class. Every Tuesday in Spring 2021, please log in to our Zoom class session using the unique Zoom link and passcode “XXXX”.
 - **Zoom Meeting ID:** 989-4838-0017
 - **Call in Number:** (346)-248-7799 ← *Join by phone, if you can't join via Internet*
 - **Kerk's Cell:** (XXX)-XXX-XXXX if you experience technical issues right before class.
- **Google Doc Collaborations** (in Breakout Rooms): [Google Doc Link](#).

Course Description

Diffusion of Innovations is a communication theory that has been cited widely outside of the field of communication. In this course, we will trace the historical roots of diffusion research, discuss the classic work in this body of literature, and recent updates in terms of diffusion networks and social media. Students will gain a hands-on research experience through analyzing qualitative data on a diffusion project. The goal of this course is to explore theories and strategies for diffusion, as well as developing academic research skills based on diffusion research. 3 credits.

Expanded Description

An *innovation* is anything that is perceived as new, such as a modern technology, a new health behavior, a creative environmental practice, an emerging political ideology, a viral pop cultural meme, etc. *Diffusion* is the communication process that facilitates the spread of an innovation through mass and interpersonal channels over time. It can be understood via different metaphors and/or imageries, such as the ripple effect, the domino effect, organic spreading of color ink in water, and waves of innovations washing over the shores, to name a few. The *diffusion of innovations* theory is one of the most cited communication theories, and one that has been cited widely outside of the field of communication, including in marketing, public health, sociology, education, and political science. In fact, Rogers' (2003) text (which we will read in this class) is ranked as the #2 most cited book in the social sciences (see [link](#)). In this course, we will trace the historical roots of diffusion research, discuss the classic work in this body of literature, and explore recent updates in terms of communication networks, social media, opinion leaders and influencers, and big data. We will examine the diffusion of contemporary innovations in various communication contexts, such as health, scientific, environmental, organizational, political, and journalistic. The goals of this course include exploring theories and practical strategies for diffusion, and developing quantitative and/or qualitative research skills for diffusion research.

Course Learning Objectives & Assessment Methods

Learning Objective	Assessment Methods
1. To understand core theories, principles, and concepts of diffusion of innovations.	<ul style="list-style-type: none"> Weekly Summaries Intellectual Contributions on Zoom/Emails
2. To comprehend and implement research findings as they apply to everyday opportunities for innovation diffusion in today's workplace, healthcare, marketplace, and society.	<ul style="list-style-type: none"> Weekly Summaries Intellectual Contributions on Zoom/Emails The "10 Commandments of Diffusion" Mini Paper
3. To be aware of how individual differences and/or group membership influence innovation diffusion.	<ul style="list-style-type: none"> Weekly Summaries Intellectual Contributions on Zoom/Emails
4. To recognize and appreciate global implications of communication theory and diffusion research.	<ul style="list-style-type: none"> Weekly Summaries Intellectual Contributions on Zoom/Emails
5. Produce a full, clearly written, and tenable research plan	<ul style="list-style-type: none"> Research Project (with Annotated Bibliography, One-Page Research Summary, and Research Protocol)

Required Textbooks

- Rogers, Everette. M. (2003) *Diffusion of Innovations* (5th Edition). New York: Free Press.
- Centola, Damon (2020). *How behavior spreads: The science of complex contagion*. NJ: Princeton University Press.

Graded Items

- | | |
|--|-------------|
| • Weekly Think-Pair-Share (TPS) Summaries (35/42, 1% each) | 35% |
| • Intellectual Contributions on Zoom/Emails (10/15, 3% each) | 30% |
| • The "10 Commandments of Diffusion" Mini Paper | 10% |
| • Research Project | |
| ○ Annotated Bibliography | 10% |
| ○ One-Page Research Summary | 5% |
| ○ <u>Research Protocol</u> | 10% |
| • Total | 100% |

A Note about Blackboard Grade Calculation

- There are a lot of optional assignments in this class. For your weekly summaries and intellectual contributions, you can drop some lowest scores by the end of the semester. However, Blackboard does not have a way to accommodate this flexibility effectively online during the semester (unless you know something I don't know). I will need to manually update the scores towards the end of the semester. For example, you only need to do 35/42 summaries. However, for now, if you only do 35/42 summaries, Blackboard will calculate literally 35 out of 42, and give you an 83.33% for the category score of summaries. And this discrepancy is

calculated into your “Total” grade (which I am trying to remove from Students’ View to avoid confusions). This means, by the end of the semester, I will manually select the highest 35/35 summaries, and create a new column of 35/35 summary score later, to give you 100% for this assignment category. But I will not be able to do this until you have completed all the summaries you would like to complete for this class. Then I will use 35/35 (which is a 100%) of your TPS summary score to calculate your final “Weighted Total” grade. Your “Weighted Total” is your real final grade at the end of the semester. For now, Blackboard will just treat anything you missed (even if they are optional summaries) as you missed points, which is beyond my control. Blackboard’s Gradebook is not designed to accommodate dropping the lowest scores automatically. Keep this in mind when you check your gradebook on Blackboard.

Descriptions of Graded Items

Weekly TPS Summaries

- Please provide a thoughtful response to each of the 3 questions below. Please numerically label your responses. There is **no** need to retype the questions below in your submission on Blackboard:
 - (1) What is your favorite concept, argument, quote, etc., in this reading? You can simply state the answer to this question and provide a page reference. No need to write a paragraph.
 - (2) Explain what the selected concept, argument, quote, etc., means. In order to maintain the integrity and accuracy of the definition, please use direct quotes from the source. No need to paraphrase. Please include a page reference for the quote.
 - If you pick a concept that is not defined in the reading, you may google for its technical definition elsewhere. In that case, please reference this second/external source appropriately, and provide a URL to it.
 - (3) Explain why you find the above concept, argument, quote, etc. interesting, important, and/or useful. Please provide substantial details. Your response should be at least 80-150 words. The more you write, the more you demonstrate the application of course materials to your personal and professional lives.
 - Grading Rubric (1% for each summary)
 - Technical Accuracy of Summary. (0.4%)
 - Appropriate details demonstrating the interesting nature, importance, and/or usefulness of concept, argument, quote, etc. discussed. (0.4 %)
 - Compliance with instruction and format specified. (0.2%)
 - After submitting your weekly summaries on Blackboard, please navigate to “My Grades” on the left-hand panel on Blackboard, and you should be able to find a clickable link to view your entry. Make sure the submission goes through and the format follows the Blackboard instruction given below.
- b. Blackboard Instruction:
 - Go to Blackboard, click on the “Weekly Summaries” tab on the left, and find the links for submitting individual summaries.
 - Find the appropriate submission link, click on the link, and look for “Write Submission” under “Assignment Submission”. When you click on the “**Write Submission**” button, a new text box will appear. Compose your responses to the 3 questions in this new text box (**not** in the text box under "Add Comments", which is a text box already available below). Also, **do not** attach any files.
 - Please note that it is best to compose your answers directly in the “Write Submission” textbox on Blackboard. If you compose your answers in Google Doc and/or MS Word,

and you copy and paste the text to Blackboard, the format may be messed up during pasting. However, if you compose your answers in Blackboard, and then copy and paste the answers to Google Docs/MS Word, you can still save a copy for your own record.

- To see your submissions on Blackboard, go to your Gradebook (“My Grades”) on Blackboard, and click on the weekly summaries. You should be able to view and review all your successful submissions on Blackboard this way.
- Students are allowed unlimited attempts. If you wish to update a summary, simply submit a new one, and I will only grade the newest summary as long as they are submitted before the due date. All assignments are due on Tuesday at 5:59 PM (right before class, see Course Schedule for weekly assigned readings).
- Here are some common mistakes to avoid. If they happen to you and the summary links have expired, do not worry. That’s why there are a lot of freebies built into this assignment (i.e., you only need to turn in 35 out of 42 summaries for this semester). Mistakes are especially common during the beginning of the semester, and/or when we switch books and readings.
 - Do not submit your summary in the text box under “Add Comments”.
 - Do not submit your summary as an attached Word document or any other formats such as Google Docs, Dropbox, or Box.
 - Do not submit your summary under the wrong link (e.g., you submit the summary for Chapter 3 using the link for Chapter 4).
 - Do not forget to format your submission as point-by-point, with numerical labeling, etc. as described in the syllabus.
 - Remember, you can always re-submit to correct any of the mistake, as long as the links are still live, and all the links are set up to receive multiple attempts. The newest submission will override the previous ones.
- All the summaries are due at 5:59 PM central time on Tuesdays before the Zoom meeting each week (except for Weeks 1 & 2, see Course Schedule). The submission links will disappear at 6 pm on the dates listed in the syllabus for the corresponding readings.
- c. You will do this assignment for the readings indicated with an “S” (for summary) in parentheses, such as (S01), (S02), (S03), etc.) in the Course Schedule (see end of syllabus).

Intellectual Contributions

Learning occurs when we are able to connect course material with the wide range of student experiences that occur both inside and outside of the class. Your participation grade for this course is based—in part—on the quantity and quality of your in-class involvement, presence, attitude, initiative, preparedness, consistent effort, and willingness to add value to the experience of the course and to encourage others to participate as well.

- During Class. Naturally, without attendance, there are no intellectual contributions. However, I do not give points to attendance, but intellectual contributions. Students who merely attend class but do not share actively on a regular basis will receive a very low score, including a possible score of a zero. Staying on target and making comments relevant to the topics and readings listed in the course schedule for each class meeting is very important. Providing random, indirect, and off topic comments reflects poorly on a student’s preparation before class and attentiveness in class. Making statements simply agreeing with your peers does not constitute intellectual contributions. Intellectual contributions should have an original quality.
- After Class. You can also demonstrate your intellectual contributions for a particular class meeting via emails (with external resources) after class, but your email contributions need to be within 7 days after the particular class. For example, you may find a YouTube video (or a

website, trade articles, etc.) relevant to a topic discussed in class. If your timing is within 7 days after that class meeting, you can share this YouTube video to make up for a low score for your in-class intellectual contributions for that class session. To do so, please log into Blackboard, click on “Course Tools” on the left-hand panel, then “Send Email”, and choose “All Users”. That way, everyone in our class, including me, will receive your intellectual contributions via emails. When you do share, please remember to specify which class session you are contributing to, and add a paragraph (100-200 words) explaining the relevance of the YouTube video to that class session. Each successful submission (that means it is truly an intellectual contribution) is worth 0.5% for the specified class meeting day.

- Drop the 5 Lowest Scores. Alternatively, you only need to earn intellectual contribution points for 10 out of the 15 Zoom meetings. If you score low on 5 Zoom meetings, it may not affect your grade, as long as you score high on the 10 days you need for this graded item category.

The “10 Commandments of Diffusion” Mini Paper

- Using the anonymized transcripts provided in this class, you will write a mini paper answering this question – “What are the 10 Commandments of Diffusion?”
- Format your paper in this way: (a) Numerically label each commandment and bold the statement. (b) Each commandment should begin with “You should ...” (or Thou Shalt” if you wish). (c) Write a thoughtful paragraph explaining this commandment, and citing multiple interview transcripts. You can simply cite them as (T01), (T02), (T03), etc. [“T” stands for “Transcript”) (d) Your paper should be about 3-5 pages, single-spaced, and saved in MS Word (not PDF, Google Docs, etc.).
- See a sample paper in a class called “Organizational Consulting” here [[click to view](#)], but note that in this example, the references are labeled as (S01), (S02), (S03), instead of with a T, because it was for another class). There is no need to include a reference page, no need to follow APA guidelines, etc. This assignment is simply focusing on extracting lessons learned from the transcripts.
- Grading Rubric (10% for the mini paper)
 - Technical Accuracy of the 10 Commandments. (2%)
 - Appropriate details elaborating on the 10 Commandments. (2%)
 - Correct and sufficient in-text citations/references to transcripts illustrating each commandment. (2%)
 - The 10 Commandments cover a broad range of transcripts. (2%)
 - Compliance with instruction and format specified. (2%)

Research Project

- Annotated Bibliography. Individually, you will be required to produce an annotated bibliography about a diffusion topic of your choice, using 10 research articles published in peer-reviewed academic journals. [Submit on Blackboard under the “Research Project” tab on the left panel]. There is no requirement on publication dates.
 - The purpose of this assignment is for students to summarize 10 articles (one paragraph for each article in about 100-200 words) about what they will be drawing from the articles for their research project.
 - For quantitative projects: Please focus on articles with composite scales that you can adopt, adapt, (and cite) for measuring the variables you want to study in your own project, and potentially experimental design, in addition to other general articles you will cite.
 - For qualitative projects: Please focus on the design of research questions and

qualitative analysis process that you can emulate, in addition to other general articles you will cite.

- For both methods, please also find articles focusing on your chosen topic.
- The format of the assignment will include listing (a) the reference entry for each article, preferred to be APA format, and followed by (b) a summary paragraph about the relevance of the article to your research project. In this one paragraph, focus on what you will cite for your own project (e.g., a composite scale, a predicted relationship between two variables of interest, qualitative analysis techniques, topic definitions, etc.). You will upload this document in Word on Blackboard. [name your file – “Bibliography Kee” ← Use your own last name]
- Upload the 10 PDF on Blackboard. I will include more than 10 slots in case if you have more articles you would like to upload. [name your file – “Article 1 Kee” ← Use your own last name, and change the number ‘1’ to 2, 3, 4, etc.]
- A couple of things to clarify. (a) Highlighting the content (in your articles) relevant to your bibliography is required, not simply recommended. I would like to be able to see where in your articles you found the composite scales, research findings for your RQs/Hs, qualitative analysis techniques, conceptual definitions of topics, etc. (b) Some students cannot view their highlights after uploading the PDFs to Blackboard. You can email me to double check, but usually it comes through for Instructor’s View, just not Student’s View (this is a known problem with Blackboard).
- One-Page Research Summary. Each student will submit a one-page, single-spaced overview of a research idea. The one-pager should include (a) an overview of the research idea/topic, (b) 3-5 RQs and Hs that make up a ‘coherent story’, and (c) the potential theoretical implications, practical applications, and/or community impacts of your research idea. [See [Example \(Data-Driven Mindset\)](#)].
- Research Protocol. Building on the one-page research idea and the annotated bibliography, students will develop a research protocol. The protocol will contain (a) a list of RQs and/or Hs, (b) corresponding composite scales and/or interview questions for each RQ or H, and (c) a compilation of the composite scales into a survey questionnaire and/or interview questions into an interview guide, and (d) instructions for the questionnaire/guide. More details for this assignment will be provided in due time.

Grading Scale

The following grading scale is used for determination of final letter grades in the course and as a general rubric for how student assignments are evaluated.

The following is a general description of expectations for assignments:

- A – Your work is of impeccable (or almost impeccable) professional quality in both content, design, and format, with no major weaknesses in any area. It provides adequate information that readers need and effectively fulfills the intended purposes. Few, if any, mechanical errors appear in the deliverable.
- B – Your work is of high quality in most of the major areas. It fulfills your intended purposes quite effectively. Presentation is professional. There are only a few mechanical errors.
- C – Your work is of reasonable quality in most areas. It fulfills your intended purposes to a large extent, although major deficiencies are observable. Presentation is of semi-professional quality. There are some mechanical errors, but not to the extent of seriously affecting readers' comprehension. In graduate school, this is considered a failing grade.

- **A** = 90–100%.
- **B** = 80–89.999999%
- **C** = 70–79.999999% (failing grade in graduate school)
- **D** = 60–69.999999%
- **F** = 0–59.999999%

COVID-19 Related Syllabus Statements

NOTE: Spring 2021 is an unusual semester. Below are statements from TTU, CoMC, and my general teaching philosophy. We may adapt them during the semester as appropriate. Since students may be taking other on campus classes, participate in on campus events, and/or campus may reopen fully during the semester, the statements below include usual TTU policies and COVID-specific policies. I am including policies for on campus classes in Spring 2021 to reinforce what you need to know for being on campus, although our class is online synchronous. I will assess individual situations on a case-by-case basis as things emerge, and as TTU announces updates related to COVID-19 and campus safety.

Potential for Course Modality Change

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will likely need a webcam and microphone and will be advised of additional technical and/or equipment requirements, including remote proctoring software. ← Our class is online synchronous from Day 1. Please have a webcam and microphone for the required Zoom meetings.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:
 - a) Call Student Health Services at 806.743.2848 or your health care provider.
 - b) Self-report as soon as possible using the ttucovid19.ttu.edu management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c) If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
 - d) If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:
 - a) If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
 - b) During the health provider visit, request a “return to school” note;
 - c) E-mail the instructor a picture of that note;
 - d) Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Addressing Accommodation Requests from High-Risk Students Returning to Campus

Texas Tech University is taking considerable measures to provide effective social distancing and sanitation protocols as we prepare to return to campus in the Spring. We need to be mindful that, because of underlying health conditions, some students will be at higher risk for COVID-19. Other students, although healthy themselves, might live with someone who has compromising health conditions. Students in one or both of these two categories might request accommodations or alternatives to fulfill course requirements to avoid potential exposure to the virus.

The Office of the Provost authorizes instructors of record (IoRs), in coordination with their department chairs, academic advisors, and academic associate deans, with the flexibility necessary to make instructional accommodations for students to avoid exposure to COVID-19. Accommodations might include, as examples, alternatives to face-to-face group assignments, remote learning such as online instruction or off-site activities, changing to an online section of the same course or to an independent study with the same learning objectives as the original course, or approval of a substitute course that is offered online and can fulfill the same degree requirements of the original course.

Keep in mind the following criteria when considering making an accommodation for a student: (1) whether the requested accommodation would make a substantive alteration of the course material or objectives; (2) whether the accommodation provides an equally effective alternative to the original objectives or activities of the class; and (3) whether the accommodation can be uniformly applied should more than one student request it. If the IoR can satisfactorily address these three requirements for accommodation, and is comfortable providing it, then it is appropriate to do so. If the IOR feels unable to provide accommodation that satisfies these three criteria or is unsure how the requested accommodation can be provided, the IoR is encouraged to contact their academic associate dean’s office for guidance. Students should also be advised to follow the steps for reporting illness-related absences outlined on the [Dean of Students COVID-19 webpage](#).

If a high-risk student asks for a substantial alteration to the essential elements of the class, then the IoR, advisor, or associate dean should suggest that the student work with SDS to provide a Letter of Accommodation (LOA).

Course Syllabus Statement on Student Absences for COVID-19 Related and Other Illness:

Required Use of Masks/Facial Coverings by Students in Class

The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person-to-person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students in this class are to wear a mask/facial covering before, during, and after class. Observing safe distancing practices within the classroom by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy in-person class experience. Any student choosing not to wear a mask/facial covering during class will be directed to leave the class and will be responsible to make up any missed class content or work. ← Our class is online synchronous from Day 1.

Technology Requirements and Technical Assistance

This is an online synchronous course. Please have appropriate tablets or laptops during class and for workshops and class activities. Students must have reliable access to a computer, high-speed Internet, active eRaider account, Zoom account, Google account, and Blackboard access to the online course.

You should plan to log into the Blackboard course regularly as determined by the pace of the course to be aware of possible announcements/reminders and to maintain your progress in the course. I will use the Blackboard email system when sending announcements or reminders. You will be expected to check your TTU email regularly (daily or as needed).

Technical requirements

1. Internet access (preferably high speed)
2. TTU.edu Email (All communications to and from your instructor must be routed through official TTU email.)
3. eRaider Login and Password
4. Microsoft Office (free download from www.eraider.ttu.edu) or other word-processing and presentation applications
5. Skype for Business (free download from www.eraider.ttu.edu)
6. Access to infographics application or website (see this article for suggestions: <https://www.creativebloq.com/infographic/tools-2131971>)
7. A Zoom account for synchronous and online meetings and office hours.
8. A Google account for document sharing and collaboration
9. Adobe Acrobat Reader

Technical assistance

1. For technical assistance with Blackboard or other matters call (806)-742-HELP.
2. For assistance with Blackboard, visit the Blackboard Student Support website (https://studentservices.elearning.ttu.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=ttu)

Zoom Class Sessions

An engaging Zoom class requires pro-active preparations by the students and the professor. Let's go over some of the things we can pro-actively prepare to make engagements successful and meaningful for our

class this semester. This class will involve some multi-tasking using Zoom, Google Docs, Blackboard, etc. to facilitate synchronous class meetings.

General Expectations

1. Turn On Webcam. During Zoom meetings, please turn on your camera. Showing your face increases social presence online, and affects your engagement with the class and others' engagement with you. This will also reduce the impressions that you are not paying attention during class.
2. Unmute to Speak. You may keep yourself muted on Zoom for most of class duration. However, unmute yourself periodically and throughout the meeting when you participate. When you unmute yourself, this also signals to me and the class that you are ready to speak, which nonverbally facilitates speaking order.
3. Use Chat to Share. If you have difficulty breaking into a lively discussion on Zoom, or simply prefer to share your thoughts in a written manner, you can also use the chat feature to engage with the discussion. All chat sessions will be saved and shared with students after class. There are always many good points in chat sessions.
4. Interact with "Thumbs Up" and "Clapping". Look under the "Reactions" features on Zoom, and when your peers share a good point, please use the "Thumbs Up" and/or "Clapping" emoji/ icons to be interactive. Your peers will appreciate your engagement, and will likely do the same in return.
5. Find a Quiet Place to Zoom. Think about your environment before class. Find a place that you can attend class without being distracted by other people and/or concurrent activities in your environment. If you worry about the "camara-readiness" of a quiet space in your environment, consider using the "Virtual Background" feature in Zoom.
6. Avoid Media Distractions. Be mindful of your media use during class. Avoid non-class related media use, such as texting, using Facebook, browsing Amazon, etc. This class will involve some multi-tasking between Zoom, Google Docs, Blackboard, etc. The more other activities you engage in, the less bandwidth you have to give to your learning and engagement during class.
7. Classes Will Be Recorded. Class meetings will be recorded, and posted online after class. Videos will be password protected. The purpose of sharing the videos is to help students review difficult materials after class. Your appearance on Zoom will be treated as similar to your appearance in person to your peers and me during a face-to-face class. Please discuss with me if you have any concern.
8. Unexcused Absences. You can miss a certain number of Zoom classes (see your syllabus) without affecting your grade. This is set up to allow students to attend to technical difficulty and/or unexpected challenges that may arise during the semester. Please use these un-excused absences wisely. If you experience difficulty keeping up with attendance beyond the specified number of unexcused absences in the syllabus due to larger issues, please speak with me one-on-one in private.
9. Managing Deviations. If something unexpected comes up and it is beyond your control, please discuss with me about what possible deviations (e.g., turn off camera, join class late) you may need before class. That way, I can acknowledge your approved deviations during class, so your peers will not assume that you are intentionally deviating from the norms and routines established for this class, which may reflect negatively on you and/or affect class morale.
10. I Am Here to Support You. During the semester, you can schedule appointments to meet with me using this scheduling page (<https://kerkonline.youcanbook.me/>). This scheduling page includes my availability during the week, in the evening, and over the weekend. If something unexpected comes up, you can also reach me at my personal cell phone (619-757-3021, can call or text).

Digital Devices

1. Ideally, you will have two screens during Zoom class sessions. Please do your best ahead of time to prepare and optimize your learning experience.

- a. The first screen should be use for keeping the camera on and allowing you to speak, to increase your social presence, during your class participation. The second screen can be used for scanning assigned readings, note-taking, referencing activity instructions, typing in Google Docs for small group collaborations during class, and/or taking an exam/quiz on Blackboard.
- b. If you do not have two computer monitors, consider using your TV, iPhone, iPad, or another device to serve as one of your two screens. You will need an additional HDMI cable to connect your laptop/desktop to a TV monitor.
- c. If you don't have another personal device that can be used as a second screen, please consider pairing your laptop with an on-campus computer, such as at the computer labs or library. Another possibility is to borrow a laptop from someone (e.g., your roommate) in your immediate environment. You can log in to Zoom using the same account on multiple devices. You can also create multiple Zoom accounts using different email addresses.
- d. If you have short-term computer issues, TTU campus wide Help Central is managing the laptop checkout process. Please contact ITHelpCentral@ttu.edu, or (806)-742-4357 (HELP). In the College of Media & Communication, you can also contact Ian Wilkinson, Director of Technology Support Services, at ian.wilkinson@ttu.edu and (806)-834-0049. You can also visit a computer lab on campus.
- e. For some in-class activities, I will try to send you instructions ahead of time. In that case, you can print the documents out and have a hard copy to reference during Zoom meetings (if you anticipate not having two screens on certain days). If you do not have access to a printer, please read over the documents before class and take physical notes that you can reference for the online activities to come. You can optimize your learning if you come to class prepared.

Internet Connections

1. Internet interruptions can happen during Zoom meetings. If you cell phone subscription allows your phone to turn into a 'hotspot', and your computer is WIFI enabled, you can use your cell phone hotspot when your wired internet is interrupted.
2. Internet interruptions can happen to me too. In that case, Zoom will automatically make another student the host. I may also randomly assign a student as the co-host at the start of each class in case if an Internet interruption occurs on my end. I have designed the class to be mostly student-driven discussions. Please self-organize and continue the discussions when I try to get back online.

Positive Classroom Experience

[Adapt these expectations to an online setting]

This class will become a major part of our lives during the semester. We meet weekly, we share knowledge and emotions, we really become a community. I am fully committed to making sure our space is a positive one. I encourage all of you to be respectful to yourself and each other, and to practice mindfulness. Below are some tips for making sure we create and maintain this positive classroom experience.

Professionalism and Enthusiasm

Students are encouraged to consistently demonstrate professionalism and enthusiasm throughout the entire semester. Non-consistent and concentrated periods of professionalism and/or enthusiasm (such as during mainly the beginning/end of the semester) will result in a lower score. Students will adhere to workplace norms for collegial and respectful interaction. Arrive on time, no early leave unless prior permission is granted, and wait for the class to end before collecting your belongings to leave. Conduct yourself in an honest, ethical, and courteous manner, both with classmates and me. Privately chatting in class do not demonstrate professional behavior. Talking while another student is or I am talking is

disrespectful; such actions can result in your being asked to leave the classroom and will result in a lowering of your grade. Laptops or similar devices may be used only for class related purposes. Surfing the Internet, checking or writing e-mails, playing games, and other activities not related to class are strictly prohibited.

Since this classroom will be conducted as a professional community, I expect you to treat each member of our community with the dignity and respect she or he deserves. No discriminatory behavior directed toward a person's race, creed, religion, national origin, age, sex, or disability will be tolerated in this classroom. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by me, students are prohibited from engaging in any form of distraction. The following behaviors are prohibited: making offensive remarks in email or the discussion board, using inappropriate language or discussing inappropriate topics online, spamming, or cyber bullying, online harassment of any type.

Upon the first incidence of academic misconduct, I will publicly ask the offending student to stop the behavior or withdraw the comment; if additional incidences occur, I will follow the code guidelines for reporting misconduct. Inappropriate behavior in the classroom may result in a directive to leave class.

I reserve the right to remove you from the class should it become necessary to maintain a civil and constructive classroom environment. If necessary, I will reduce your final grade to provide the appropriate 'motivation' to secure your compliance with the policies regarding classroom conduct. The consequences for misconduct are detailed in the Texas Tech University Code of Student Conduct, <http://www.depts.ttu.edu/studentjudicialprograms>.

Assignments and Evaluations Policies

All assignments and other course assessments must be submitted online in Blackboard and/or via emails (please follow my instruction for individual assignments). Should you have a technical difficulty, contact TTU Help desk for technical assistance (806)-742-HELP and file a ticket. Notify me by email describing the nature of the difficulty accompanied by your ticket.

Assignments must be completed on time, which means by the deadline. Missing scheduled assessment deadlines will be excused only for major illness, death in the family, or other significant life event. I must be notified of the emergency in advance of the deadline. **Please note: Technical issues are not an excuse for late assignments.**

Common but unexcused reasons for late work, absences, and test schedule conflicts: computer/printer/Internet problems, car/transportation problems, waking up late/oversleeping, work conflicts, roommate problems, ambiguous personal situations, personal traveling schedule for non-university related events (such as trips for Thanksgiving Break, Spring Break, birthday celebrations, etc.), existing plane reservations, etc. Medical sickness and family emergencies will be considered only with full official documentations. Verbal explanation without official paperwork as supporting evidence is insufficient for an accommodation request. In order to be excused for an absence/late work that affects your grade, you need to show that (a) you have done everything you could to avoid being absent/late and (b) the situation is completely beyond your control after several serious attempts to manage it. Note: No make-ups for quizzes and exams. Quizzes and exams cannot be taken earlier or later than the scheduled dates unless official documentations with compelling reasons are provided at least 3 weeks ahead of time [for intersession and summer session, this means 1 week ahead of time].

[With the exception of Weekly TPS Summaries, which will not be accepted when late] Late work will be penalized 10% off the total grade if it is not turned in on the due date by the due date/time. Then another 10% per day it is late--NOT per class meeting (e.g., an assignment due on Friday submitted on Monday would lose 30%). Given that everyone has the same opportunity to complete an assignment, it is unfair for one student to have extra time to work on an assignment. For graded items that take place during class (i.e. quizzes, exams, presentations, etc.), you will not be given extra time to complete them if you are late.

Work Submission Guidelines

Specific documents require different designs and layouts. Use what you know about good design and readability in producing all of your documents. If you have questions about the appropriateness of a specific design or layout, please consult a professional or business communication textbook or ask me. I expect all of your assignments to demonstrate your ability to produce professional, ethical communication. In addition, I expect your documents to exemplify your awareness of appropriate writing conventions for each document's specific audience and purpose.

Time Investment

TTU recommends that students plan to spend 2-3 hours of outside study for every 1 hour of in-class time. According to this guideline, you should expect to invest the appropriate hours per week in this course. As a rule of thumb, you should expect to spend approximately 6-9 hours of time each week completing class assignments. More time may be needed at the end of semester when you will complete a final project.

Efforts vs. Excellence

You do not receive a grade for how hard you worked, only on the final product. I grade your work based on the degree of excellence it demonstrates. Make no mistake about the relationship between the two, as hard work often results in solid evaluations. That said, just because you spent "10 hours in the library" before a test or a group project doesn't guarantee you a good grade. You have to study properly, address assignment requirements, and the like in order to assure a solid grade. I will help out in every way I can along the way and always want you to do well. Don't hesitate for a second to reach out to me (just don't do it at the last minutes!).

Grade Negotiation

All grade clarification or questions of a personal nature should be emailed to me at kerk.kee@ttu.edu. I will also be happy to meet with you to discuss your grades, but I will not schedule grade discussions until at least 48 hours after you receive your grade. First, please understand that a disappointing grade is not a personal attack on you; I am committed to helping you do well and to continuously improve your performance. That said, you must wait at least 2 days (48 hours) after an assignment or exam is returned (or the grade is posted on Blackboard) before discussing your grade with me. You also are limited to 3 more business days (72 hours) after the waiting period (2 days after a score is posted) to *schedule* an appointment to discuss your grade with me. I am always happy to talk about the assignment or exam after the 5-day mark; however, I will not change the grade. I will not entertain multiple emails at the end of the semester about grades that I gave you at the beginning of the semester.

If you choose to negotiate for a higher grade, please construct a compelling argument for my consideration and include concrete support for your claims. I will not talk about a submitted assignment or exam until it has been graded. If you would like to appeal the score you received on a particular graded item such as an assignment or an exam, I will re-evaluate the entire document. In the process of re-

evaluation, if I find a missed error or more, I will adjust your score accordingly. A request to re-evaluate a graded item means a request to have the document re-considered in its entirety, not simply an isolated section. This means, your new score may be lower than your original score.

Academic Integrity

I also expect you to conduct yourself with academic integrity. Academic integrity is described in detail on the Dean of Students' website: <http://www.depts.ttu.edu/dos/striveforhonor/> and in the following Texas Tech Operating Policy (<http://www.depts.ttu.edu/opmanual/OP34.12.pdf>).

Communication Policy

Need help? If you are having difficulty in the course or are confused by materials provided to you, please reach out and let me know. During the week between class meetings, schedule an appointment to see me on Zoom using [link provided on Blackboard]. There are at least 20 hours of office hours per week during the week, in the evening, and over the weekends. You may email me with questions as well. If appropriate, you may text or call me on my personal cell, 619-757-3021.

Got questions about your grades? All grade clarification or questions of a personal nature should be emailed to me at kerk.kee@ttu.edu. Usually I will respond to your posts (or emails) within 24 hours during weekdays and 48 hours during the weekend. If you do not receive a reply within this time frame, please feel free to follow up. There is a chance that your email was misfiled as spam.

Attendance Policy

University [OP 34.04, Academic Regulations on Student Performance](#), specifies that "Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected." Penalties for lack of attendance can include failure in a class (F) and suspension. In addition, the TTU Catalog says: "Instructors set an attendance policy for each course they teach. The university expects regular and punctual attendance at all scheduled classes, and the university reserves the right to deal at any time with individual cases of nonattendance. Instructors should state clearly in their syllabi their policy regarding student absences and how absences affect grades."

Broadly stated, please be present at every class unless an emergency arises. Regular attendance requires that you be prepared and actively participate in each class. You should strive to complete all reading and homework assignments before coming to class.

You are responsible for notifying me by email prior to any absence. In the workplace, you are expected to notify your employer before you are absent from work and to makeup, on your own time, any work that you miss. I expect the same courtesy from you in this course. If you miss class, you are responsible for collecting any materials you missed, accessing notes, and completing all assignments or other activities. There are a few discretionary and unexcused absences allowed for this class before your absences will affect your grade. Use them wisely. After that, three or more unexcused absences will result in course failure.

University policy allows two kinds of excused absences:

- **Observances of official religious events** ([OP 34.19](#)). You must notify me prior to the event, and the event must be regularly associated with a religion recognized by the State of Texas as exempt from property taxes (Texas Tax Code 11.20).

- **University business or university-sponsored trips** ([OP 34.04](#)). "Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips must notify the student's instructors of the departure and return schedules. The instructor so notified must not penalize the student, although the student is responsible for material missed. Any student absent because of university business must be allowed to make up missed work within a reasonable span of time or have alternate grades substituted for work due to an excused absence." Note that according to [OP 34.06](#), trips for student organizations are not "university-sponsored trips." Excusing such absences is at my discretion, but I will allow students on such trips to make up any missed work.

If you participate in university sponsored activities or must be absent for religious observances, you must provide me with the appropriate documentation before you miss deadlines.

If emergencies or other issues will prevent you from completing assessments or assignments by scheduled deadlines, please provide documented justification before and not after the fact.

Officially approved trips and religious holidays described above create special circumstances. **Beyond these cases, make-up opportunities will only be given for well-documented emergencies, such as your hospitalization.** The format for all make-up tests will be at my discretion, and they may vary in terms of length and question format. Except in extremely unusual circumstances, you have 24 hours from the time of the start of the test to contact me regarding the absence. Failure to do so will result in an automatic 0 for that test. Failure to arrive at the appointed time to take the make-up test will result in an automatic 0 for that test. Except in extremely unusual circumstances, all make-up tests must be taken within 5 days of the original test date (and preferably sooner). Please inform me of holidays or trips you have planned by the next class meeting.

Students may find it helpful to also contact the **Center for Campus Life** in addition to contacting me. The Center for Campus Life (<http://www.depts.ttu.edu/centerforcampuslife/>) is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterwards. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The request for notification must be made within two weeks of the absence. The notification is provided as a courtesy.

Special Needs and Accommodations

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact me as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during my office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or (806)-742-2405. For more information, see the University Operating Policy on [providing reasonable accommodations](#) or visit the [Student Disability Services](#) website.

Student Support at the University

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and/or significant others; substance use; concerns about

personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through the University's Student Counseling Center here: <http://www.depts.ttu.edu/scc/>.

LGBTQIA Support Statement

To my students who identify with the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, (806)-742-5433.

Ombuds for Students

The Ombuds for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombuds in 024 East Basement Student Union Building or call 742.SAFE.

Title IX statement - TTU resources for discrimination, harassment, and sexual violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (x7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- **TTU Student Counseling Center**, (806)-742-3674, <https://www.depts.ttu.edu/scc/> (*Provides confidential support on campus.*)
- **TTU Student Counseling Center 24-hour Helpline**, (806)-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*)
- **Voice of Hope Lubbock Rape Crisis Center**, (806)-763-7273, voiceofhopelubbock.org (*24-hour hotline that provides support for survivors of sexual violence.*)
- **The Risk, Intervention, Safety and Education (RISE) Office**, (806)-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness.*)
- **Texas Tech Police Department**, (806)-742-3931, <http://www.depts.ttu.edu/ttpd/> (*To report criminal activity that occurs on or near Texas Tech campus.*)

Course Schedule
(last updated 1/21/2021)

NOTE: Subject to Change as the Semester Progresses

Wk	Day/ Date	Topic	Assigned Readings	Assignments Due
1	T 1/19	No Class. Semester started on Wednesday (Jan 20)		
2	T 1/26	Course Overview	<ul style="list-style-type: none"> • Kee (2017) Adoption & Diffusion [Link] 	
		Course Logistics - Weekly TPS Summaries on Blackboard - Breakout Sessions in Zoom	<ul style="list-style-type: none"> • Think-Pair-Share • Inquiry-Based Learning • Team-Based Learning • The Flipped Classroom 	
3	T 2/2	Introduction to Diffusion Theory	<ul style="list-style-type: none"> • Rogers (2003). Diffusion of Innovations, Chap 1: Elements of Diffusion (S01) • Rogers (2003) Chap 2: A History of Diffusion Research (S02) • Chap 3: Contributions and Criticisms of Diffusion Research (S03) 	
		Introduce the “10 Commandments of Diffusion” Mini Paper.		
4	T 2/9	Key Components of Diffusion Theory	<ul style="list-style-type: none"> • Rogers (2003) Chap 4: The Generation of Innovations (S04) • Rogers (2003) Chap 5: The Innovation-Decision Process (S05) • Rogers (2003) Chap 6: Attributes of Innovations and Their Rate of Adoption (S06) 	
		Q & A for the “10 Commandments of Diffusion” Mini Paper.		
		Introduce the “Annotated Bibliography” & “One-Page Research Summary” Assignments.		
5	T 2/16	Adopter Categories & Change Agency	<ul style="list-style-type: none"> • Rogers (2003) Chap 7: Innovativeness and Adopter Categories (S07) 	

			<ul style="list-style-type: none"> • Rogers (2003) Chap 8: Diffusion Networks (S08) • Rogers (2003) Chap 9: The Change Agent (S09) 	
		Introduce the “Research Protocol” Assignment.		
6	T 2/23	Organizational Adoption of Innovations	<ul style="list-style-type: none"> • Rogers (2003) Chap 10: Innovations in Organizations (S10) • Rogers (2003) Chap 11: Consequences of Innovations (S11) • Hameed et al (2012) A Conceptual Model for the Process of IT Innovation Adoption in Organizations (S12) 	
		Q & A and Coaching on the “10 Commandments of Diffusion” Mini Paper.		
7	T 3/2	Studies of Organizational Innovation Adoption	<ul style="list-style-type: none"> • Wang (2010) Chasing the Hottest IT (S13) • Frank et al (2004) Social Capital and the Diffusion of Innovations within Organizations (S14) • Vagnani et al (2019) Meta-Analytic Review of DOI in Orgs (S15) 	The “10 Commandments of Diffusion” Mini Paper due on Friday (3/5) at 11:59 PM.
		Q & A and Coaching on the “10 Commandments of Diffusion” Mini Paper.		
8	T 3/9	Innovation Adoption in STEM	<ul style="list-style-type: none"> • Leonardi (2009). Why Do People Reject New Technologies and Stymie Organizational Change of Which They are In Favor? (S16) • Yoo et al (2020) Diffusion and Adoption of Bitcoin Transaction Services. (S17) • Kee, K. F., Le, B., & Jitkajornwanich, K. (2021). If You Build It, Promote It, and They Trust You, Then They Will Come: Diffusion Strategies for Science Gateways and Cyberinfrastructure Adoption to Harness Big Data in the Science, Technology, Engineering, and Mathematics Community. (S18) 	
		Q & A and Coaching on the “Annotated Bibliography” Assignment.		
9	T 3/16	Methodological Applications of Diffusion Research	<ul style="list-style-type: none"> • Kim & Dearing (2015) Perceived Attributes of Innovations (S19) • Kim & Dearing (2015) Opinion Leader Identification (S20) 	

			<ul style="list-style-type: none"> Valente & Pumpuang (2007) Identifying Opinion Leaders to Promote Behavior Change (S21) 	
		Q & A and Coaching on the “Annotated Bibliography” Assignment.		
10	T 3/23	Information Diffusion in Online and Offline Communities	<ul style="list-style-type: none"> Banerjee et al (2018) Using Gossips to Spread Information (S22) Kim, Kee, & Dearing (2020) Applying the Communication Theory of Diffusion of Innovations to Economic Sciences (S23) Na & Kang (2019) Sustainable Diffusion of Fashion Information on Mobile Friends-Based Social Network Service (S24) 	Annotated Bibliography & 10 PDF Articles due on Fri (3/26) at 11:59 PM
		Q & A and Coaching on the “Annotated Bibliography” Assignment.		
11	T 3/30	Journalism and Social Media	<ul style="list-style-type: none"> English (2016) Twitter’s Diffusion in Sports Journalism (S25) Okunloye, Kee, Cummins, & Zhang (Under Review) #RevolutionNow (S26) Liang & Kee (2018) A-B-C Framework of Information Diffusion on Social Media (S27) 	
		Q & A and Coaching on the “One-Page Research Summary” Assignment.		
12	T 4/6	Diffusion in Health Context	<ul style="list-style-type: none"> Sundstrom (2016) Extending Communication Channel Behaviors in Diffusion of Innovations Theory (S28) Zhang et al (2015) Using Diffusion of Innovation Theory to Understand the Factors Impacting Patient Acceptance and Use of Consumer e-Health Innovations (S29) Kee, Sparks, Struppa, Manucci, & Damiano (2016) Information Diffusion, Facebook Cluster, and the Simplicial Model of Social Aggregation (S30) 	
		Q & A and Coaching on the “One-Page Research		

		Summary” Assignment.		
13	T 4/13	Revisiting Rogers	<ul style="list-style-type: none"> • Noppers (2015) The Adoption of Sustainable Innovations (S31) • Beausoleil (2018) Revisiting Rogers (S32) • Centola Chap 1: Introduction (S33) 	One-Page Research Summary due on Fri (4/16) at 11:59 PM
		Q & A and Coaching on the “One-Page Research Summary” Assignment.		
14	T 4/20	Diffusion of Social Behaviors	<ul style="list-style-type: none"> • Centola Chap 2: Understanding Diffusion (S34) • Centola Chap 3: The Theory of Complex Contagions (S35) • Centola Chap 4: A Social Experiment on the Internet (S36) 	
		Q & A and Coaching on the “Research Protocol” Assignment.		
15	T 4/27	Contagions as Diffusion	<ul style="list-style-type: none"> • Centola Chap 5: Complex Contagions in Other Contexts (S37) • Centola Chap 6: Diffusing Innovations That Face Opposition (S38) • Centola Chap 7: Diffusing Change in Organizations (S39) 	Course Eval
		Q & A and Coaching on the “Research Protocol” Assignment.		
16	T 5/4	Diffusion Networks	<ul style="list-style-type: none"> • Centola Chap 8: Designing Social Networks for Diffusion (S40) • Centola Chap 9: Creating Social Contexts for Behavior Change (S41) • Centola Chap 10: Conclusion (S42) 	
		Q & A and Coaching on the “Research Protocol” Assignment.		
16	T 5/11	‘Final Exam’ Meeting Time: 10:30 am to 1 pm (see link)	<p>Informal Presentations on “Research Protocol”.</p> <p>Q & A and Coaching on the “Research Protocol”</p>	

			Assignment.	
17	Sat 5/15	Submit "Research Protocol" Due by Saturday 5/15 by 11:59 PM	Grades are due by 5/17 at 5 PM (see link)	Research Protocol Assignment due by Fri (5/14) at 11:59 PM