Teaching Team

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Course Overview
Deception has been around since the start of human history, but technology has affected the process of deceiving and being deceived in profound ways. This course provides an introduction to understanding deception as it is mediated by modern technologies. We will begin by reviewing theories and frameworks from psychology and interpersonal communication to build a basic understanding of how deception is produced and consumed, and how people determine what and whom to trust. The class will primarily focus on using these perspectives to understand contemporary online deception - including phenomena like mis/disinformation, deepfakes, scams, fake reviews, and more. We will also explore a number of potential solutions to lessening the prevalence and impact of online deception on society (e.g., interventions to reduce the spread of misinformation).

Course Goals
The overall goal for the course is for students to think critically about how deception and trust are affected by communication technologies. There are multiple objectives intended for a wide variety of student backgrounds and goals including:

- Understanding the social scientific theories and empirical research on deception and trust
- Evaluating theories critically, with an emphasis on how humans adapt deception and trust to technology
- Forming an awareness of research methods that are used to study deception and trust in the context of technology
- Developing the ability to critically evaluate popular media accounts of how technology influences deception and trust

Canvas
Canvas will be our home base for this course. All course information - including course readings, quizzes, and research assignments - can be found on Canvas.

***You may need to self-enroll in the COMM102S Canvas page but should have access to it already. Check this as soon as possible and report any problems.***

Readings
Each class’s reading assignment will consist of readings that will be posted on Canvas. There are no required textbooks for this class. All readings will be provided by the instructor. A Reading Schedule will be released with a detailed class-by-class breakdown of the readings for
the course. Please note that you are expected to have finished the readings for each day before coming to class and to be ready to engage with the material.

**Course Structure and Student Evaluation**

Evaluation in this course is a combination of 4 Research in the Wild assignments, 4 quizzes, “tweets,” and class participation. Up to 2% extra credit may be earned by writing up “Deception and Technology in the News” reports.

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research In the Wild Assignments (4 @ 12.5% each)</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes (4 @ 10% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Tweets</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Up to 2%</td>
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**Research in the Wild Assignments**

There are 4 Research in the Wild (RITW) Assignments that you will complete as part of this course. The goal of RITW assignments is to help you apply the research skills we learn about in class to real-world data. All assignments will be posted to and submitted via Canvas. Part of completing RITW includes commenting on others’ RITW assignment submissions and providing constructive feedback.

**Quizzes**

Approximately every other week there will be a quiz. Quizzes will be taken on Canvas during class time. Quizzes will be made up of ~25-30 multiple choice questions and one short answer question.

**Tweets**

We will be using short “tweets” in Canvas Discussions to help the instructor customize each session’s lecture and discussion. Before each class meeting, you will use Canvas to “tweet” about the reading for the following day. These tweets might include a problem you’re having in understanding the work, an insight or idea, an example, a question, etc. Tweets must be constructive and show engagement with the reading. The content of your tweets will not be closely scrutinized for your grade, but those who regularly submit tweets that are irrelevant or otherwise lack evidence of engagement with course concepts and those who fail to tweet on time regularly will not receive full credit.

**Participation**

Participation is vital to learning and expected in every class. We recognize that different people may feel comfortable participating in different ways. To this end, there will be diverse opportunities for participation (e.g., in-class discussions, break-out conversations in pairs or small groups, personal reflection, cold-calling) and expect all students to participate fully. Please remember that a portion of your grade is from class participation so if you miss multiple classes or do not participate in the discussions, your grade will be affected.
“Deception and Technology in the News” Extra Credit Reports
Students can submit up to 2 one-page written summaries (~250 words each) about media items (e.g., news articles, videos, films) that are relevant to the course material for up to 2% extra credit (each summary is worth 1% extra credit). Your one-page summaries should describe and explain why the item is relevant to the course topics, making clear reference to the relevant concepts discussed in the readings or in class.

Submitting Your Work
In this course your work will be submitted electronically through Canvas. It is your responsibility to ensure that your work is properly submitted. You should verify that this is the case and seek support or at least let the instructor know if you're having trouble. We will keep the Canvas calendar up to date, which is a good means to know what is due, when and how to submit.

Grading Policies and Re-reviews:
Your course grade will be based on completion of readings, assignments, quizzes and participation during class (see Course Structure and Student Evaluation). In completing course requirements, you are expected to abide by Stanford’s Code of Academic Integrity and Acknowledging the Work of Others.

Grades will be based on the following scale:

A+  98-100%
A   93-97%
A-  90-92%
B+  87-89%
B   83-86%
B-  80-82%
C+  77-79%
C   73-76%
C-  70-72
D   60-69%
F   Below 60%

If you have questions or concerns about any grade you receive, you may submit a 1-page written request for grade re-review within three days after you receive the grade. It is important to note that a grade re-review may result in a higher or lower grade as the instructor reviews your assignment.

Late Policy and Flexibility
In general, without a submitted reason, late assignments will be penalized at 10% each day, up to a maximum of 50% off of an assignment (so a perfect assignment handed in three days late would receive a grade of 70%).
Of course, unexpected events and circumstances arise that can present challenges to students getting their work done on time. For that reason, students may submit one RITW assignment up to 24 hours late during the course of the quarter, no questions asked. Students will face no penalty for one RITW submitted up to 24 hours late.

Getting Help or Answers to Questions
There are many resources available for help in this course, which are listed below. You can reach out to fellow students or the instructor. We are more than happy to help you. When you ask for help, let the person you’re asking know what you’ve already done. This makes it easier to answer your question quickly.

Students with Disabilities
Students with disabilities that need accommodations in this class are encouraged to contact the Office of Accessible Education (OED) as soon as possible (i.e., during the first week of classes, barring extenuating circumstances that prohibit this) to ensure that such accommodations are implemented in a timely fashion. In general and to ensure fairness to all students, the instructors will not make accommodations for disabilities without documentation from the OED office.

Academic Integrity at Stanford University
Students are expected to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak to the instructors before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to cheating on an exam (e.g., copying others’ answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student’s paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment—at a minimum. Other penalties may also apply, including academic suspension. The guidelines for determining academic dishonesty and procedures followed in a suspected incident of academic dishonesty are detailed on the website. For more information, visit: https://web.stanford.edu/dept/lc/language/courses/academicIntegrity.html

Sexual Harassment Policy
Stanford University strives to provide a place of work and study free of sexual harassment, intimidation or exploitation. Where sexual harassment has occurred, the University will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible. For more information, please visit: the Sexual Harassment Policy Office. For confidential support, please contact CST (Confidential Support Team) at https://vaden.stanford.edu/cst.