COM 2209 Communicating in the Digital Age-Winter 2013

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Course Overview/Requirements/Responsibilities

COURSE DESCRIPTION:
Welcome to COM 2209: Communicating in the Digital Age! This class is designed to examine the impact of the Internet and information technology on our daily lives, going beyond technical and how-to issues to examine how new media affects our communication practices with others.

COURSE APPROACH
The material for this course is divided into an Introduction section and three Modules. The Modules consist of three or four Units, with each Unit containing assigned readings and a Key Concepts assignment. Additionally, each Module contains a discussion assignment and a Module Activity/Essay.

Due to the online nature of the course, our D2L site is our virtual classroom. All required readings, assignments, and course tools and information are provided on the site. To navigate through our virtual classroom, you will need to familiarize yourself with the course menu tabs. The "course menu" consists of all the tabs, or "navigation buttons," located on the top and left sides of our D2L site.

Required Readings & Course Materials:
1. All assigned readings will be posted to our Desire2Learn course page.
2. Additional handouts and assignments will be located on Desire2Learn.
3. Desire2Learn (D2L) course web page (https://mansfield.desire2learn.com/) and your Mansfield email.

Course Goal, Objectives, & Learning Outcomes: Because this course introduces you to many concepts related to communication and technology, we will spend some time learning new concepts and theories related to communication technology and also engaged in communication activities that will help you to apply these concepts. Furthermore, you will participate in group discussions that will aid in your understanding of concepts and your ability to effectively support your point of view. By keeping up with the reading assignments and participating in class, you will be better prepared to demonstrate your knowledge of the material (via tests and other assignments). Many of the topics we will explore revolve around your daily interactions with friends, peers, and others.

The primary goals of this course are to help you become an effective communicator while using technology and also to help you become a critical consumer of technology you are presented.

The learning outcomes indicate that, by the end of the semester, you should have a greater awareness of the role communication and technology play in your life and the knowledge/skills necessary in becoming an even more competent communicator in personal and professional situations. Specifically, students will be able to:
Organizational Communication Program Outcomes

1. Organizational Communication majors will be able to engage in effective communication in a professional setting.
2. Organizational Communication majors will be able to apply communication theories to various communication situations.
3. Organizational Communication majors will be able to demonstrate ability to use communication technology effectively.
4. Organizational Communication majors will be able to assess interpersonal similarities and differences among various diverse populations such as gender, race, and ethnicity.
5. Organizational Communication majors will be able to design a targeted oral presentation.
6. Organizational Communication majors will be able to describe the relationship between communication and conflict.
7. Organizational Communication majors will be able to describe the relationship between communication and leadership.

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<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Organizational Communication Program Outcomes</th>
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<tbody>
<tr>
<td>1. Explain the impact that using technology has on our intrapersonal communication</td>
<td>3, 4,</td>
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<tr>
<td>2. Explain the relationship between our use of technology and how we communicate</td>
<td>1, 3, 6,</td>
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<td>3. Evaluate key concepts and theories about technology, communication, and globalization</td>
<td>1, 2, 3, 4, 6, 7</td>
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<td>4. Evaluate the appropriateness of the use of technology in communication</td>
<td>1, 3, 7</td>
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<tr>
<td>5. Become critical consumers of messages that we receive and purposeful in the messages we create</td>
<td>1, 3, 7</td>
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<thead>
<tr>
<th>Assignment</th>
<th>Linked to Course SLO</th>
<th>Linked to Program SLO</th>
<th>Points of Final Grade out of 350</th>
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<tbody>
<tr>
<td>Key Concepts assignments</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>160</td>
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<tr>
<td>Module Activities/Essays</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>120</td>
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<tr>
<td>Discussion Assignments</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>30</td>
</tr>
<tr>
<td>Virtual Team Activity</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>20</td>
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<tr>
<td>Introduction Assignments</td>
<td>1, 2, 5</td>
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<td>10</td>
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<tr>
<td>CMC Log/Journal</td>
<td>1, 2</td>
<td>1, 3, 4, 6</td>
<td>10</td>
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Course Format: My classes are generally relaxed yet respectful, I teach in a slightly informal manner and I like to inject humor where I can. Do not mistake this style for a lax attitude toward teaching, learning, the class, the content or the evaluation of assignments. In fact, I take the course, the content, and my responsibilities as a professor very seriously. My first priority is to create an environment for students made up of respect and comfort which I find grows and cultivates from a more relaxing classroom atmosphere. If students are more comfortable speaking up in class, we are more likely to learn a great deal from each other as well as have some fun! Moreover, I have high expectations for my students. It is my strong opinion that you learn the most if you can apply class material and are pushed to work hard.

Furthermore, I expect students to approach this class and come to class with an open, positive attitude. Communicating negatively, whether verbally or nonverbally, hurts your credibility as a student, disrupts the atmosphere of the classroom, and, in general, is disrespectful. Thus, class participation will partially reflect student attitude. The positive attitude you bring will contribute to a comfortable, supportive classroom environment as well as a more successful learning experience for all.

My Learning Expectations for COM 2209: Communicating in the Digital Age

Success is your choice. If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to be successful and here are my learning expectations for this course to assist each student:

1. Be prepared – COM 2209: Communicating in the Digital Age is a class that sparks ideas, opinions, and beliefs different from our own and challenges what we know/believe regarding communication and technology. Thus, students should adjust expectations and be ready to tackle the participation, content, critical thinking, and reading of such a class. Note: This is a participation-heavy class.

2. Be ready for life – When completing or submitting work for this class (e.g., exams, papers, and group work), plan ahead for life, including: technological failures, weather, minor illness, court dates, doctor appointments/advising meetings (schedule your appointments outside of our class time), other class assignments, job/work, extracurricular activities, departure for school breaks and personal vacations, driving time, failure to find a parking spot, construction, forgetfulness, procrastination, oversleeping, and so on…

3. Be responsible for your work – Do not make excuses, do not procrastinate, and turn your work in on time. Do your work and do it well.

4. Be responsible for your decisions – Each student is provided with the critical details about the student expectations, policies, assignments, due dates, schedule of events, and readings to assist them in making informed decisions about their performance/involvement in class. These decisions are the student’s alone and, thus, students should be prepared for the consequences that may arise from missing class, missing exams, starting work late, submitting work late, or not following directions. Know and follow the course expectations, policies, and directions.

5. Be proactive – Instructors do not give grades, students earn their grades. Do not be a passive member of class. If you have a goal in mind, then work toward it and use the available resources (your professor, office hours, email announcements, Desire2Learn, handouts, textbook, and in-class information) to assist you in achieving your goal. Do not sit back and wish, hope, or dream of your goal…get up and do something about it.
6. **Be respectful and positive** – I expect all of us to contribute to and support a comfortable, productive, fun, and negativity-free online classroom environment (no disruptive behavior, no complaining, and no disrespectful or rude comments or behavior). Communicating in the Digital Age, at the heart, is about active/respectful communication and I expect students to practice such communication each day online in class, during office hours, and through email.

7. **Be organized** – Keep all assignments (i.e., graded exams) and course materials until your final grade is posted on Web Advisor (at the very least). It is highly encouraged that students print out the course syllabus and assignment sheets to keep with their class materials.

### Course Policies for COM 2209: Communicating in the Digital Age

1. **Logon to Class Site Regularly (Attendance)** – The University's policy is that “Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed test and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences/missed work can be excused (see University Policies).” Attendance is imperative to the learning process, and in line with the University attendance policy.

   Attendance is both expected and required. Your participation is vital to this course -- you need to be an active participant. Plan ahead and make arrangements accordingly because late assignments are not accepted.

   Finally, it is the student's responsibility to obtain assignments, announcements, and notes from the class sessions missed. Please feel free to see me during office hours or I might suggest trading names/numbers/emails with another student in class so that you may inquire about what you missed.

   **Athletic/University-Sanctioned Related Absences:** Athletes and students with university-sanctioned functions must notify me of their athletic membership or university event(s) at the start of the semester and provide an official note from the university official responsible for each event prior to your absence/missed assignment. The responsibility is all yours to notify me, provide the appropriate forms, and complete your work by the scheduled due date. See the “**Use Office Hours**” policy on the next page regarding submission of official documentation for athletic and university-approved events.

2. **Use Office Hours** – I have five hours set aside each week to work with students who have questions about concepts, assignments, exams, policies, expectations, etc. Meeting allows for a time-efficient way to achieve optimal shared meaning between professor and student. If you cannot attend scheduled virtual office hours, please schedule a special appointment.

3. **Use Email Responsibly** – Mansfield email (i.e., Your Mounties Email) is the official and primary tool for correspondence at this university so students are expected to check their email frequently. Announcements, updates, and cancellations due to inclement weather (or other emergencies) will be sent via Mansfield email as well as posted on our Desire2Learn web page. Although email is useful for quick, easy-to-answer questions, I ask that students not use email as a substitute for normal office hours. Interaction is the key to making office hours work; email does not allow for this kind of interaction.

   Plan your emails. I check my d.jackson@mansfield.edu email twice a day during the week (not past 8:00pm) and once a day during the weekend. In addition, when sending me an email, please provide a clear subject line, message, and sign-off (i.e., include your name). Because emails lack a number of nonverbal cues (i.e., tone, facial expressions, etc.), meaning is harder to decipher. Be clear and professional in your messages. Unprofessional, text-like emails will be deleted or returned to sender. If, at any point, you have unreliable email in which to contact me, it would benefit you to locate an on-campus or public library computer to use or to call
my office and leave a voicemail message. Do not wait to contact me with time sensitive messages.

4. **Turn Work in on Time** – All assignments are due on time. In extreme cases, late assignments may be accepted, but it is the sole discretion of the professor to accept late work. If a student believes they have a valid reason for turning in an assignment late, they must contact me in person (during office hours or on the phone) prior to the due date to make the request and potentially to make arrangements. **Note:** If you are taking a “free” day or unable to be in class on a due date, the assignment should be completed and submitted early. Attendance is mandatory on exam days and meeting days. If the student misses a due date and does not follow the procedure described above, but believes they have a valid reason for their absence, they must follow the “**Extraordinary Circumstances**” policy described below.

5. **Follow the Extraordinary Circumstances Procedure** – I cannot stress enough how important is for students to know, understand, and follow this procedure. Attendance is mandatory on exam days and meeting days all assignments are due on time; however, sometimes events out of our control make it difficult to be in class on these days. Extraordinary circumstances, as derived from the University’s attendance policy, may include the student’s serious illness or emergency medical attention, a death in the family, or other serious mitigating circumstances. I strongly encourage that students keep this information as well as my office phone number (570-662-4371) handy. It is the sole discretion of the instructor to allow make-ups. **Note:** Remember that sometimes we need to be in school/at work when we don’t feel well and, in the cases of minor cases of illness, it would benefit the student to turn in the work or take the exam.

**Follow this procedure in the event that extraordinary circumstances prevent you from turning in an assignment or taking an exam on the day assigned:**

(a) You must notify me PRIOR (if an emergency does not allow this, contact me or have someone else contact me as soon as possible) to the class session you will be missing in person **(or via phone)** **and via email** so we can make appropriate arrangements (if a make-up is allowed),

(b) In the case of a missed assignment, you must have your final assignment ready for review and it should be sent **via email** (as an attachment) when you notify me of absence/missing the due date,

(c) The absence must be excused and accompanied by valid and official documentation that fully supports your claim that **you**, the student, could not attend class (i.e., the doctor’s excuse must say explicitly that you should stay at home or were in the hospital that day) **(Note:** Failed technology is not an extraordinary circumstance),

(d) A grade penalty will be applied (up to 20% of the assignment’s points will be deducted) and a new assignment may be provided, and

(e) If a make-up is allowed, the student has **SEVEN DAYS** from the original due date to provide valid and official documentation **AND** complete the make-up work or the student forfeits the opportunity to earn points on the assignment.

I apologize in advance for having to ask for documentation for personal absences such as funerals that preclude you from attending class on these days.

**Maintain Academic Integrity** – According to the University policy located in the Undergraduate Catalog, “The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at:
http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm under “Academic Integrity Policy. Additionally, the student handbook, The Mountie Manual for upperclassmen, or The Student Planner for freshmen, outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty (see University Policies).” Please be aware that dishonesty of any kind will not be tolerated in this course and I adhere to the University policy. You will be asked to sign an agreement form stating that you understand what constitutes plagiarism. Note: Your rough drafts and final draft of the paper will be submitted on Desire2Learn which has the ability to scan the documents via Turnitin a plagiarism detection software.

6. Use Special Services (if applicable) – Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work through Mr. William Chabala in our Counseling Center (Phone: 570-662-4798; email: wchabala@mansfield.edu) to provide me with the appropriate letter at the start of the semester so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions. If you find that at some time during the semester personal problems are keeping you from your coursework, you may find it beneficial to visit the counseling center in 143 South Hall (Phone: 570-662-4695). All students are entitled to free, confidential, professional counseling.

7. Maintain Positive Online Classroom Environment – This course is designed to provoke discussion of various issues in which we may have differing points of view; therefore, you will likely hear class members express ideas and opinions very different from your own. I would like us to create a comfortable and enjoyable atmosphere in our class where we can learn and openly exchange ideas in a friendly but critical manner. To do this we must all:
   o Display respect for all members of our class – classmates and instructor. Avoid disruptive behavior.
   o Actively participate in discussions, activities, etc.
   o Avoid any language or behavior other members of the class might find offensive.

Course Evaluation Criteria for COM 2209: Communicating in the Digital Age

Your comprehension of the material will be evaluated through a variety of methods. Failure to meet the criteria/requirements will result in a loss of points. Simply doing the assignment will not guarantee a passing grade! I use a standard Grading Scale.

You are responsible for keeping track of your grades. I don't tally final grades until the end of the semester, so if you ask me for your grade, you'll get a blank look from me; also be aware that there is no opportunity for extra credit. I return all assignments, so you should be able to do this yourself. You must complete all assignments to pass the course!

POINTS
There are 350 available points contributing to your final grade, as follows:

160 points = Key Concepts assignments (8 KCs X 20 pts each)
120 points = Module Activities (3 MAs X 40 pts each)
30 points = Discussion Assignments (3 DAs X 10 pts each)
20 points = Virtual Team Activity
10 points = Introduction Assignments (Self-intro post & Netiquette List)
10 points = CMC Log/Journal (see Module 2 for details)

TOTAL POINTS POSSIBLE = 350 points
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<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentile Equivalent</th>
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<tbody>
<tr>
<td>A+</td>
<td>350-340</td>
<td>100-97%</td>
</tr>
<tr>
<td>A</td>
<td>339-329</td>
<td>96-94%</td>
</tr>
<tr>
<td>A-</td>
<td>328-315</td>
<td>93-90%</td>
</tr>
<tr>
<td>B+</td>
<td>314-305</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>304-294</td>
<td>86-84%</td>
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<tr>
<td>B-</td>
<td>293-280</td>
<td>83-80%</td>
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<tr>
<td>C+</td>
<td>279-270</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>269-245</td>
<td>76-70%</td>
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<tr>
<td>D</td>
<td>244-210</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>209-0</td>
<td>59-0%</td>
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Once you receive a grade, you will have one week from the time the assignment was returned in class to discuss the grade. Because of confidentiality, I do not discuss grades in class. You must meet with me outside of class.

And remember, my job is to recognize you for a job well done and this may not always match the amount of effort you put into an assignment. Although it may not be fair, most of your grade is based on the product (assignment).

Grading Policies for COM 2209: Communicating in the Digital Age

**Evaluation Questions:** If you are dissatisfied with a grade on an assignment, you must wait at least 24 hours and no more than SEVEN days to discuss the issue with your professor once you have received the evaluated assignment. Students must email me and then discuss the assignment with me during an office hours appointment (grades will not be discussed in class, via email, or via D2L discussion groups). The attitude brought to the professor at that time should be focused on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I spend vast amounts of time ensuring that grades are fair and consistent, and, if anything, err in your favor when evaluating assignments. Please feel free to speak with me about ways to improve your performance during the course. I strongly suggest that you do not wait until the end of the semester to see me during office hours or to discuss strategies for improvement.

**Grades:** Grades/evaluations are a private matter and will not be discussed in the classroom, via email, or via our discussion groups. Do not open or discuss your evaluations in the classroom. Your final grade will be determined by summing all scores. There are 350 possible points in this course and final grades will be assigned according to the following grading scale.

In order to receive any letter grade as specified, students must have at least the number of points listed (after summing all scores and applying attendance penalties). Your final grade is final. Please do not request a change of grade for reasons other than mathematical error. Applying subjective standards after-the-fact invalidates the standards applied to the entire class and is unfair. Furthermore, no “extra” or “special” assignments will be offered to any one student. Extra credit assignments, if available, are offered to all students and are only offered during the semester (not during finals week, etc.).
**Note:** Dr. Jackson is the instructor of record for this class, COM 2209: Communicating in the Digital Age. Only the instructor of record for this class, Dr. Jackson, can issue a final grade.

You will be provided with grading criteria for each assignment in this class. Failure to follow directions or meet criteria will result in the loss of points. Some students seem to have a misconception that simply doing an assignment results in an automatic “A”. Please note the definition of letter grades as specified by the Undergraduate Catalog:

- “A” is reserved for work that is exceptional.
- “B” is reserved for work that is above average.
- “C” is reserved for work that is in good standing.
- “D” is reserved for work that is minimally passing.
- “F” is reserved for work that is failing.

**INSTRUCTOR OBLIGATIONS**

You should expect that your instructor will:

-- Approach our class prepared and organized
-- Convey passion for the material
-- Conduct the class in a manner that is engaging
-- Respect each student's individuality as a person and as a learner
-- Attempt to relate material in this course to your everyday lives and relationships, as well as to global, social and political contexts

**STUDENT OBLIGATIONS**

Students are expected to:

-- Complete and spend time contemplating the readings
-- Complete and submit all assignments in advance of the deadline
-- Participate actively in discussions
-- Contribute positively to the classroom climate
-- Submit only one's own, individual work completed specifically for this class

One of the benefits of online learning is that you interact with the class material as your schedule permits. Because the course is flexible to your schedule, it requires you to be self-motivated (1) to thoroughly read the weekly course readings, (2) to complete and submit your assignments a day or more prior to the deadline, and (3) to keep in contact with classmates and the instructor as necessary. You can expect to spend 5-8 hours per week on this course.

The requirements and rules indicated in this syllabus and on our Desire2Learn site are non-negotiable. You should drop the class immediately if any aspects of the course, its rules, requirements and/or the instructor's expectations are not acceptable to you. As a student enrolled in COM2209, you are responsible for the following:

**COMPUTERS**

This course is designed for students who already have basic experience with computers and the Internet. You are expected to have access to a reliable computer with appropriate software, and reliable, high-speed internet access.

**COURSE CONTACT**

You should check your e-mail and the class announcements posted on Desire2Learn at least once each weekday. Periodically, I post announcements and/or send out individual and class emails with updated information about the class. I may also email your graded writing assignments back to you via Desire2Learn, and we have an assignment requiring you to be in email contact with other students. Because all email sent via Desire2Learn is automatically sent to students’ Mansfield.edu accounts, it is important that you regularly access and read your MANSFIELD email.
Email is the preferred contact method. Allow a minimum of 24 hours for me to respond to your email, and be certain to use the subject line to clearly indicate the purpose of your message. Please do NOT leave phone messages on my office phone; I will not receive them.

Note: If you have computer/internet related problems or questions, you can contact the Mansfield Help Center at 570-513-5806 or techconnect@mansfield.edu; Desire2Learn-related problems or questions, you can contact the D2L Help Desk at 1-877-325-7778 or helpdesk@Desire2Learn.com. I am unable to assist in these matters, so please contact the Help Desk for assistance.

READINGS
Readings are assigned for each Unit of the course and are found in their respective Module sections on Desire2Learn. Doing all of the readings thoroughly—such that you are able to comprehend, apply, evaluate, and critique the information presented—is required for all assignments and is thereby essential for success in this class.

ASSIGNMENT DEADLINES
Deadlines are the last possible day that an assignment can be submitted for credit. Assignment deadlines are listed in the Course Calendar, which is located in the Course Information section of our Desire2Learn site. All assignments must be submitted correctly before 11:59 p.m. Mansfield, PA time on their respective deadlines to be eligible for credit.

Deadlines are absolute; late assignments will not be accepted for any reason (not even if Desire2Learn is not working). Any assignment submitted one minute or later after the 11:59 p.m. deadline will receive a grade of "0." Therefore, you should prepare for the unexpected by recognizing deadlines as the latest possible moment that assignments will be accepted, and plan to submit assignments at least one day in advance.

NOTE: Students who wait until the last day to submit assignments are taking a huge risk! Computer-, internet-, Desire2Learn-, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one's control. Please submit assignments early.

ASSIGNMENTS

IMPORTANT NOTE: All assignments must be submitted correctly before 11:59 p.m. Mansfield, PA time on their respective deadlines to be eligible for credit. Any assignment submitted one minute or later after the deadline will receive a grade of "0." No exceptions. See Course Calendar for deadlines.

In addition to the Introduction assignments, there are four major types of assignments in this course: Key Concepts (KC) assignments, Discussion Assignments (DA), and Module Activities & Essays (MA). A large majority of the assignments (all except the key concept assignments) require you to turn in written work. Drawing upon multiple readings will show your proficiency with the material. Therefore, you are expected to integrate concepts from multiple course readings into every assignment. Avoid simply "finding" quotes to place into your response. Instead, you should build a response based around the concepts from that module, and apply concepts from previous modules to better inform your understanding of the current Unit's topics. APA citation of sources is required.

ASSIGNMENTS
The Introduction Assignments are due on Wed of the first week of class. See "INTRODUCTION" for details. In addition to the Introduction assignments, there are three major types of assignments in this course: Key Concepts (KC) assignments, Discussion Assignments (DA), and Module Activities & Essays (MA). A large majority of the assignments (all except the key concept assignments) require you to turn in written work. Drawing upon multiple readings will show your proficiency with the material. Therefore, you are expected to integrate concepts from multiple course readings into every assignment. Avoid simply "finding" quotes to place into your response. Instead, you should build a response based around the concepts from that module, and
apply concepts from previous modules to better inform your understanding of the current Unit's topics. APA citation of sources is required. All of your work should clearly and explicitly demonstrate the following:

--that you have read the assigned readings;
--that you comprehend the concepts discussed in the readings;
--that you are able to make important connections between readings as well as between modules (i.e., to show that you are able to build on previous material);
--that you are able to apply course concepts appropriately in an effort to analyze and make sense of the ways in which CMC impacts your life and the lives of others.

All assignments that you submit must be original work written by you for the sole purpose of the designated assignment. Plagiarizing any part of your own or someone else's work, thoughts, or ideas, will result in immediate disciplinary action and potential failure in the course. The Course Information section on our course Desire2Learn site contains helpful info regarding APA-style in-text citations and reference pages, as well as additional tips for meeting our writing expectations. Please know that I am here to help you in any way that I can. MANSFIELD also provides a number of services designed to help students master academic writing.

General information about each type of major assignment is provided below:

I. Key Concepts (KC) Assignments- 20 pts per KC X 8 highest KC scores = 160 pts
Each Unit contains a Key Concepts assignment consisting of multiple choice, multiple answer, matching, and true/false questions that relate directly to course readings. The assignments are completed online via Desire2Learn. Although there are a total of 10 KCs in the semester, only your 8 highest KC scores will count toward your final grade. This means that you are able to miss up to two KCs without penalty, or you can drop your two lowest scores. This is done to accommodate the likelihood of such things as internet disconnections/outages, sickness, family emergencies, and other things that prevent students from either completing or doing well on a KC assignment.

II. Discussion Assignments (DA) - 10 pts per DA X 3 = 30 pts total
Each Module has two discussion prompts that address issues raised in the readings. You are expected to participate in ONE DISCUSSION PER MODULE, for a total of 3 DAs for the semester. The sole purpose of DAs is to discuss in depth how the READINGS help us to better understand the unit topics. DA points can be earned by reading and making posts to the discussion Board that engage fellow classmates in discussions about the readings. All DAs are detailed in their respective forums on the Discussion Board.

Your objectives for DAs are as follows:
--To gain a better understanding of the important concepts, terminology, issues and arguments addressed in the current Unit's readings;
--To identify ways that the current Module's readings support, contradict, explain or otherwise relate to each other;
--To identify ways that previous Units' readings help to support, refute, explain or otherwise relate to the current week's readings;
--To gain a greater understanding of and appreciation for viewpoints, experiences, and circumstances that differ from one's own;
--To use the concepts discussed in the readings to help each other make sense of real-world issues.

There are two different types of posts for all DAs, as follows:

First, INITIAL POSTS are due according to their assigned due dates (see the Course Calendar) and must be posted to the discussion board prior to the deadline to be eligible for credit. For each Module, you will select one discussion prompt and to make one "initial post" with your individual response to the prompt. Initial posts should be approximately 3/4-1 double-spaced page or so (200-250 words). These should be well-considered responses based firmly in concepts from multiple course readings. I expect to see you making unique
connections with the readings. Initial posts are worth up to 5 points total per discussion forum (max of 5 points per module).

Second, DISCUSSION POSTS are due at the end of their respective Module deadline (See Course Calendar for "Module Discussion Boards Close"). You can earn up to 5 points per assignment for the following: After making your initial post, you will engage your fellow classmates in discussions about the readings. Students should strive to make several good, readings-focused discussion posts per Module. Each discussion post is worth up to 2.5 points, and your TWO best discussion posts will count toward the assignment requirement.

IMPORTANT GRADING NOTES CONCERNING ALL POSTS:

1. Only posts that make direct and explicit connections to course readings are eligible for credit. Any post that does not satisfy this requirement will earn zero (0) points.
2. Proper APA citation of all sources is required. Please note that "citation" does NOT mean "direct quote." In fact, you should MINIMIZE direct quotes and use them only when absolutely necessary. Focus instead on the main points, arguments, and concepts in the readings. If students abuse or overuse direct quotes from the readings, a 1-quote per student limit will be placed on all assignments. Please see me if you have any questions about this. Learning how to properly use the information we gain from other people's work can be challenging, and I am happy to help you in any way that I can.
3. Make discussion posts on MULTIPLE DAYS and in response to multiple students. The back-and-forth exchange of ideas is an important component of this learning forum. Ultimately, the more people whose posts you read and with whom you engage in conversation about the readings, the more opportunities you will have to learn new ways of thinking about and making connections with the readings and course concepts. Therefore, to be eligible for full credit, you should make clear efforts to hold thoughtful, readings-related discussions with multiple students each week.
4. Be sure to continue conversations you start. When people reply to your posts, respond to them! This is where the most interesting and personally relevant benefits of this course are typically experienced, and it is also how participation points are most readily earned.

III. Module Activity Essays (MA)- 40 pts per essay X 3 essays = 120 pts (the Module 2 & 3 activities have additional point values, see below)
Each module has an associated Module Activity. The assignment descriptions for all MAs are located under their respective Module on Desire2Learn (also see below for a description of the Module 2 & 3 activities). MAs are designed to give you a hands-on look at the issues discussed in the readings. After completing the assigned activity, you will use concepts and arguments introduced in the course readings to write a 2-page (double-spaced) evaluation or analysis of your activity experience. To be eligible for credit and to avoid substantial point deductions, Module Essays must adhere to the following:

1. Use concepts from MULTIPLE, relevant course readings (more than one) as the basis of your analysis, evaluations, and claims.
2. All sources must be cited properly to avoid plagiarism concerns-APA style is required in this class.
3. Address all issues raised in the activity description.
4. Meet length requirements.
5. Formatting: 1-inch margins, 12-point Times New Roman font, standard double-spacing, title page & References page according to APA guidelines.
6. Submit your assignment in a single Word file to its designated dropbox no later than 11:59 p.m. on its respective deadline.

IV. LOG/JOURNAL ACTIVITY (Module 2 Activity)--10 points
For two days, students will keep a log of all CMC use. On one day, students will challenge themselves to go 24-hours without CMC and to document the experience in a journal. Then, students will use concepts from the readings to write a 2-page analysis of their log/journal observations.
V. VIRTUAL TEAM ACTIVITY (Module 3 Activity)--20 points
In the Virtual Team Activity, students are given the opportunity to put course concepts into action and to gain hands-on experience working on a virtual team. Communicating through CMC only, students will work in groups of 4 to complete a team task. Please go to Virtual Team from the course menu for detailed information about this assignment.

HAVE FUN!
Online courses are what you make of them. Feel free to play with the material, share your ideas, and contribute to the class. The more you engage the material and your fellow classmates, the more you’ll enjoy and benefit from the course. I look forward to exploring with you some of the many ways that CMC touches our lives, relationships, and world!

COURSE SCHEDULE WINTER 2013
All assignments must be completed and submitted prior to 11:59 PM Mansfield, PA time to be eligible for credit. No late work is accepted for any reason (not even due to such things as personal emergencies and D2L/internet malfunctions/ outages). Please plan accordingly, and submit assignments at least one day in advance.

INTRODUCTION
DEC 19 (Thu) Introduction Assignments due

MODULE 1 DEADLINES
DEC 21 (Sat) Module 1 Activity Essay deadline
DEC 23 (Mon) Module 1 KCs deadline
DEC 27 (Fri) Module 1 Initial Post (post to discussion board before midnight)
DEC 29 (Sun) Module 1 Discussion Boards Close (last day to submit discussion posts)

MODULE 2 DEADLINES
JAN 30 (Mon) CMC Log deadline & Last day to sign up for virtual team
JAN 2 (Thu) Module 2 Activity Essay
JAN 3 (Fri) Module 2 Initial Post
JAN 5 (Sun) Module 2 KCs & Discussion Boards Close

MODULE 3 DEADLINES
JAN 7 (Tue) Virtual Team Activity--Team Proposal deadline
JAN 9 (Thu) Module 3 Activity Essay
JAN 10 (Fri) Module 3 Initial Post
JAN 11 (Sat) Module 3 KCs & Discussion Boards Close
Integrity Agreement Form

In addition to the policy described on this sheet, the Department of Communication follows the guidelines for "Academic Integrity" as described in the Mansfield University Undergraduate Catalog and The Mountie Manual (The Password). You are responsible for knowing and adhering to those guidelines. They apply not only to those students who are currently enrolled, but also to those who are NOT currently enrolled.

All written or oral work submitted for credit must be the product of each student's individual effort. The learning process involves making one's own mistakes, then discovering the principles involved as well as ways to avoid similar mistakes in the future. As a part of the process of preparing a piece of original work for final evaluation:

- **It is acceptable** to receive informal assistance, such as asking another student to review your work and make constructive suggestions about its structure and/or content; proofread a paper for typographical errors only; or time a speech to ensure that it conforms to limits set for formal presentation.

- **It is unacceptable** to receive any substantive help, such as having another person write or rewrite your paper, speech, or project, or to collaborate with someone (share information, outlines, or other research) on your paper, speech, or project unless your instructor gives permission. When you receive such help, you are engaging in academic misconduct. Misuse of audio, video, and media materials may also result in plagiarism and/or academic misconduct.

In The Art of Public Speaking, 6th ed., Stephen Lucas provides an excellent description of plagiarism: "Plagiarism comes from plagiarius, the Latin word for kidnapper" (p. 43). Plagiarism occurs when you use all or part of another person's work, or a paraphrase of that work, as your own.

Lucas describes the following three common types of plagiarism:

- **Global plagiarism** is "stealing your speech or paper entirely from another source and passing it off as your own. The most blatant--and unforgivable--kind of plagiarism, it is grossly unethical" (p. 43).

- **Patchwork plagiarism** occurs when a writer or speaker essentially copies the word-for-word from a few sources. It is no less plagiarism than copying a work from a single source (p. 45). If in that sixth grade paper or speech you copied large sections of a report on the civil war from two encyclopedias and one or two books, you engaged in patchwork plagiarism. It is essentially a cut-and-paste-job of ideas and words that are not your own. Using a wide variety of research materials and citing all sources will help you to avoid patchwork plagiarism.

- **Incremental plagiarism** occurs when the writer or speaker fails to give credit for specific parts or "increments" of the paper, project, or speech that are borrowed from other sources (p. 46). For example, when you quote or paraphrase sources, be sure to give credit to the original source. When in doubt, cite your source!

To summarize, common cases of academic misconduct relating to cheating or plagiarizing include, but are not limited to:

- **Representing another's work as your own.** For example, copying--completely or partially--another's work without giving credit to the author/creator, or copying--completely or partially--a speech, outline, project, paper, or exam.

- **Sharing your work with another person.** For example, lending or otherwise supplying another person with your homework assignments or graded assignments, or collaborating on assignments that were to be the product of your individual effort.

_Students who find themselves in a "time crunch" may be tempted to engage in academic misconduct. To avoid this unfortunate situation, start your work early, research thoroughly, use a wide variety of sources, and properly cite your sources._ If you are uncertain about any items on this page, please consult with your instructor before signing._

I have read the information presented on this page, and I understand what constitutes academic misconduct and plagiarism. Furthermore, I have reviewed the Mansfield University Undergraduate Catalog and The Mountie Manual (The Password), and I understand the penalties associated with academic misconduct and plagiarism.

Print Name

Sign Name

Date