

Core Course Review Documentation

Foundational Component Area: **COMMUNICATION**

Component Area Option? No
Yes = **Cultural & Global Understanding**
Yes – Undergraduate Inquiry & Creativity

Proposed Course: The Internet and Society

Credit Hours: 3

Proposed by: Mitzi Lewis

Date:

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

Content: *Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.*

Course Description/Objectives

The Internet is profoundly affecting how we live our lives. It has changed the way we work, play, and interact with other people. In this course, we examine the personal, academic, media, and business uses of the Internet. We also look at the mutual interaction of computers and other new technologies, the Internet, society, and the struggles for control/ownership of the World Wide Web and its content. There are (at least) two sides to almost all of the questions we will consider in this course. We will spend much of class time discussing the issues and exploring different points of view.

No previous technical knowledge is presumed other than students' personal experience with computers, the Internet, and mobile phones.

After successfully completing this course, students should be able to:

- understand some social, legal, philosophical, political, constitutional and economical issues related to the Internet and the historical background of these issues
- discuss the benefits offered by the Internet in many different areas as well as the risks and problems associated with it
- explore the arguments on all sides of a controversial issue, and argue convincingly for the position selected
- have an increased awareness of current social and legal developments related to the Internet

- understand how the Internet gives rise to social issues and ethical dilemmas
- evaluate accuracy of information on the Internet
- explain the uses and gratifications theory
- apply the uses and gratifications theory to evaluation of people's behaviors when using the Internet
- identify communication tools available on the Internet
- utilize communication tools available on the Internet
- compare communication tools available on the Internet
- create, craft, and enhance personal brand/digital identify on the Internet

The knowledge, attitudes, and skills gained by successfully completing this course can help in almost any career. However, they have particular relevance in the rapidly-changing field of mass communication. Becoming a life-long learner and analyzing information will be essential to students' success as professionals and can also greatly impact their personal lives and their lives as a citizen of the world. We will utilize the World Wide Web as a learning tool; thus, students will gain experience in furthering their knowledge by using a resource that will be available to them long after they complete this course.

SKILLS: *Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.*

Students will be evaluated on their ability to think critically about the material they cover in class and communicate their thoughts in writing, e.g., through their blogs, online class discussions, in-class discussions, and online social media communications.

Online class discussion assignments (15 weeks; 10 points/week; 150 points total)	35%
Online personal brand (100 points total)	25%
Blog portfolio (100 points total)	30%
Goal statement	5%
Lead discussion	5%

ASSESSMENT OF CORE OBJECTIVES: Assessments should be authentic, intentional and direct. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

Critical Thinking Skills - *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*

Throughout the semester, students study and use a variety of communication tools available via the Internet. At the end of the semester, students write a paper to critically evaluate these tools and reflect on how each tool could be used to increase their work quality and/or productivity. This student work will be assessed using the AAC&U Critical Thinking Value Rubric.

Communication Skills - *to include effective development, interpretation and expression of*

ideas through written, oral, and visual communication

Students maintain a blog throughout the semester. At the end of the semester, students submit a blog portfolio in which they select five blog posts which they feel best represents their communication skills. These posts will be assessed using the AAC&U Written Communication Value Rubric.

Teamwork - *to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal*

Students will work in teams to prepare for and lead a class discussion. Based on the AAC&U recommendation, team members will submit a reflection about their contributions to the team's functioning, specifically addressing the effort they put into the team's work, the way in which they interacted with other team members, and the quality and quantity of their contributions. The course instructor will then assess each team member's teamwork value using the AAC&U Teamwork Value Rubric.

Personal Responsibility - *to include the ability to connect choices, actions and consequences to ethical decision-making*

As part of the intellectual property unit, students identify an example of remix/reuse, determine if it is a "fair use," and justify their response. Then they decide whether they agree or disagree with views expressed in the video documentary "Walking on Eggshells: Borrowing Culture in the Remix Age." This student work will be assessed using the AAC&U Ethical Reasoning Value Rubric.

ADDITIONAL INFORMATION: Provide any additional information supporting course inclusion in the core (optional).

This course was originally offered as a 2000-level course. Because of its value to students across disciplines, the course was changed to a 3000-level course so that it would fit into more students' degree plans as an upper-level elective and thus benefit more students. However, with the new core requirements comes an opportunity to offer these important skills to a broader range of students. We have submitted paperwork to the Academic Council to revert the course back to its original level so it may serve this purpose.

PLEASE ATTACH THE FOLLOWING

1. Syllabus
2. Assessment for Critical Thinking Skills
3. Assessment for Communication Skills
4. Assessment for Teamwork
5. Assessment for Personal Responsibility

My PBworks

Workspaces

internetandsociety

Upgrade Now!

Mitzi Lewis

account

log out

help

Wiki

Pages & Files

Users

Settings

VIEW

EDIT

Syllabus

last edited by [Mitzi Lewis](#) 3 weeks ago[Page history](#)

Course Syllabus for MCOM 2523

Instructor: Mitzi Lewis

Office: Fain Fine Arts Center B107 and the World Wide Web!

Phone: 940.397.4375

Office Hours: M 9–10, 2–4 // T 9–12 // W 9–10, 2–4 // F 9–10 // and by appt.

If you send an email to me, treat it as a professional means of communication. This means it should include a salutation, correct punctuation, and a proper closing.

- i. [Course Description/Objectives](#)
- ii. [Textbook and Supplies](#)
- iii. [Graded Course Components](#)
 - a. [Online Personal Brand](#)
 - b. [Blog Portfolio](#)
 - c. [Discussion/Activity Assignments](#)
 - d. [Goal Statement](#)
 - e. [More about Grading](#)
 - f. [Course Grade](#)
- iv. [Academic Dishonesty](#)
- v. [Privacy](#)
- vi. [Special Accommodations](#)
- vii. [Suggestions](#)
- viii. [Online Communications Guidelines/Netiquette](#)

Course Description/Objectives

The Internet is profoundly effecting how we live our lives. It has changed the way we work, play, and interact with other people. In this course, we will examine the personal, academic, media, and business uses of the Internet. We will also look at the mutual interaction of computers and other new technologies, the Internet, society, and the struggles for control/ownership of the World Wide Web and its content. There are (at least) two sides to almost all of the questions we will consider in this course. We will spend much of our class time discussing the issues and exploring different points of view.

No previous technical knowledge is presumed other than your personal experience with computers, the Internet, and mobile phones.

After successfully completing this course, you should be able to:

- understand some social, legal, philosophical, political, constitutional and economical issues related to the Internet and the historical background of these issues
- discuss the benefits offered by the Internet in many different areas as well as the risks and problems associated with it
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- understand how the Internet gives rise to social issues and ethical dilemmas
- evaluate accuracy of information on the Internet
- explain the uses and gratifications theory
- apply the uses and gratifications theory to evaluation of people's behaviors when using the Internet

[Create a page](#)[Upload files](#)[Invite more people](#)[Share this page](#)[Put this page in a folder](#)[Add Tags](#)[Control access to this page](#)[Copy this page](#)

Navigator

[Starred Pages and Files](#)[Lessons](#)[Tutorials](#)[FrontPage](#)[Internet-Related Job Postings](#)[LinkedIn](#)[Pages](#)[Files](#)[options](#)

SideBar

- identify communication tools available on the Internet
- utilize communication tools available on the Internet
- compare communication tools available on the Internet
- create, craft, and enhance your personal brand/digital identify on the Internet

The knowledge, attitudes, and skills you gain by successfully completing this course can help you in almost any career. However, they have particular relevance in the rapidly-changing field of mass communication. Becoming a life-long learner and analyzing information you receive will be essential to your success as a professional and can also greatly impact your personal life and your life as a citizen of the world. We will utilize the World Wide Web as a learning tool; thus, you will gain experience in furthering your knowledge by using a resource that will be available to you long after you complete this course.

This course will require your active participation. In the words of [David Silver](#), we will read, write, and reflect. We will participate, contribute, and collaborate. And we will have fun – we learn better when we have fun, so it is all of our responsibilities to have fun in this class!

Textbook and Supplies

- Baase, Sara (2012). *A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet (4th ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall. (note: this book covers many Internet issues and also some non-internet issues; for this class, we will focus on the internet-specific issues)
- E-mail account
- Internet access – we will watch videos almost every week, so the speed of your connection will need to accommodate this
- Persistence, Patience, Optimism, and an Active Mind: Computers are fairly elaborate machines, which means that there are many ways in which they can break down – so be prepared for many strange and wondrous things. We will be discussing basic trouble-shooting techniques in class as issues arise. In many cases, however, you will need to be your own technological problem-solver – identifying problems and figuring out ways they can temporarily or permanently be solved. *Techno-whining will not be tolerated.*

Graded Course Components

You will be graded on your ability to think critically about the material we cover in class and communicate your thoughts in writing, e.g., through your blog, online class discussions, and online social media communications. There will not be any mid-term or final exams. I will post grades on Blackboard, which you can check throughout the semester.

Online class discussion assignments (15 weeks; 10 points/week; 150 points total)	30%
Online personal brand (100 points total)	25%
Blog portfolio (100 points total)	25%
Goal statement	5%
Lead discussion	5%

Online Personal Brand

The purpose of this assignment is to help you understand the value of a personal brand and then to discover, create, communicate and maintain your personal brand online. While you are building your presence/body of work online, both through this assignment and other assignments throughout the semester, you will focus on *high-quality content*.

What is a brand?

"Your personal brand is your unique promise of value. Your brand is based in who you are."

–William Arruda

This is your Sidebar, which you can edit like any other page in your workspace.

This Sidebar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.

[Edit the sidebar](#)

Share this workspace

Add a new writer to the workspace.

[Add](#)

[User settings](#)

Recent Activity

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[SideBar](#)
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[Week 2 – Issues, Themes, Ethics, and ...](#)
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[Learning Activities](#)
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[More activity...](#)

[Personal Branding Guru, William Arruda](#)

The online personal brand you will focus on for this assignment is your online reputation.

Why create an online personal brand?

Creating a strong personal brand can help you to

1. stand out from a crowd and get a job
 - 83% of companies who are hiring are using or plan to use social media for recruiting ([Jobvite 2010 Social Recruiting Survey Results](#))
 - 70% of U.S. recruiters surveyed said they have turned down a job candidate because of information found online ([Cross-Tab Online Reputation For Job Seekers Report](#))
 - 85% say a positive online personal brand has at least some influence on their hiring decisions and almost half say that a strong online personal influences them to a great extent ([Cross-Tab Online Reputation For Job Seekers Report](#))
2. focus your efforts on what is most important to you

(Of course, building a personal brand doesn't happen just online. Don't neglect the promotion of your brand offline! For help with this, beyond the requirements of this assignment, I recommend the tips and worksheets available in the Personal Branding eBook available at <http://www.spu.edu/depts/cdc/documents/PersonalBranding-ebook.pdf>.)

STEP 1: Discover – What do you want to be known for?

In order to really understand who you are and carve out a career path moving forward, investing in self-discovery is critical. In fact, if you don't spend time learning about yourself, your values, personal mission, and unique attributes, you will be at a disadvantage when marketing your brand to others. Start by asking yourself "what do I want to be known for, and then select a niche so that you can position yourself in the marketplace.

–[Dan Schawbel](#)

Google your name in quotes (e.g., "John Smith") and screen capture the results. Pressing command+shift+4 on a Mac lets you create a .jpg of a section you select. Pressing the print screen button on a PC captures the desktop. You can capture multiple selections. You can also capture the entire page by using <http://www.PDFmyURL.com>. You will capture these results again at the end of class when you hand in your online personal brand portfolio.

What is your sentence?

Drive, Daniel Pink

Write your sentence. It should encapsulate the person you are becoming. If you are still searching for that person, that's OK. How is the internet and social media changing that sentence?

Here is a list to get yourself started.

1. My top three personal strengths:
2. My top three talents:
3. My core area of expertise:
4. My target audience:
5. What my target audience needs and wants:
6. The value and the experience I can deliver to meet those needs and wants:
7. What I can do better than anyone else:
8. What services I offer that differentiate me and set me ahead of my competition:

Submit your responses to the items above along with your thoughtfully crafted sentence to the Blackboard under assignments.

STEP 2: Create – Build your personal branding toolkit.

Your personal branding toolkit may consist of a blog, website, business card, resume, video resume, reference document, cover letter, portfolio, social network profiles, or a combination. Your brand must be consistent and reinforce each part of your toolkit.

–[Dan Schawbel](#)

Keep your sentence in mind while creating your brand.

As you create the following accounts, try to use the same name across all of them. For example, here are my accounts:

- linkedin.com/in/mitzilewis
- twitter.com/mitzilewis
- facebook.com/mitzilewis (to get this “vanity” url, I had to go through steps listed under “How to for Regular Facebook Personal Page” at https://www.facebook.com/note.php?note_id=10150410563940273)
- try not to have your user name be too long – every character counts on Twitter
-

Create a Google profile.

This will help your findability online.

- Go to <https://profiles.google.com/> and click the “Create my profile” button
 - Add a professional-looking photo of your face
 - At a minimum, complete the following fields: introduction, occupation, employment, education, and places lived

Create a professional email address.

If you can get firstname.lastname@gmail.com, that's great. If that email address is already taken, try modifying it (add a middle initial, first initial then last name, add a number, etc.).

Create an email signature that helps promote your brand.

Your email signature can reinforce your brand. Here is an example (this is just one way to set up your signature; you can add the twitter and linkedin info after you create those accounts).

John Smith
Mass Communication Student

Midwestern State University
 Twitter: twitter.com/johnsmith
 LinkedIn: [linkedin.com/in/johnsmith](https://www.linkedin.com/in/johnsmith)

Create a LinkedIn account.

Follow Dan Schawbel's tips in the section "1. Brand your profile" at <http://mashable.com/2009/07/27/linkedin-personal-brand/>. At a minimum, include the following:

- link to your Twitter account
- custom URL
- customized headline
- summary
- experience
- professional looking photo of your face

Update Your Twitter account.

- If you don't already have a Twitter website link, put your LinkedIn URL as this link; your choice of link here will affect how people perceive you, so choose wisely
- Choose a background other than the default background

STEP 3: Communicate – Build your professional network.

Now it's time to use everything you've created to let people know you exist. You can communicate your brand by connecting with people on social networks and commenting on blogs.

–[Dan Schawbel](#)

Some assignments this semester will give you an opportunity to use your new channels of communication. But to build your network you will need to actively engage on these channels outside of these assignments.

Start by establishing your credibility (from Serena Carpenter):

1. **Find** influentials/thought leaders in your field; here are a few places to start; try to find 25 or more people in your field to follow
 - i. <http://listorious.com/>
 - ii. http://www.postrank.com/all_topics
 - iii. <http://technorati.com/>
2. **Listen.** Different channels and topics have their own cultures. Observe first, then participate.
3. **Share.** Provide useful information. After you have participated thoughtfully, begin seeking contacts or friends. People will decide whether or not to follow you by your bio and your contributions. Shoot for 15 tweets per week or more. Shoot for 5 retweets per week or more.
4. **Engage.** Interact with people. Ask and answer questions. Recognize contributions by others. Become a part of the read-write web culture.

Keep these things in mind as you are building your brand:

- Be consistent.
- Be persistent.
- Be patient. (all three from [Susan Gunelius](#))
- Don't just talk about yourself. For every time you promote yourself, you should be helping others four times (20/80 rule). Provide value to others.
- Double check all of your work carefully before posting. There is no "undo" for mistakes – catch them before they go out so they do not negatively impact your credibility.

Here are some additional tips:

[Twitter: How to build your network](#)

[HOW TO: Build Community on Twitter](#)

[HOW TO: Build Your Personal Brand on LinkedIn](#)

[My thoughts on LinkedIn recommendation requests](#)

STEP 4: Maintain – Continually engage, monitor, and update.

As you grow, mature, and accelerate in your career, everything you've created has to be updated and accurately represent the current "brand you." Also, you need to monitor your brand online to ensure all conversations about you are positive and factual. You can do this by using a combination of tools, including a Google Alert for your name.

–[Dan Schawbel](#)

Set up a Google alert for your name.

Shorten links you share via [bit.ly](#) and track how they are viewed and shared.

See your number of tweets per day with [TweetStats](#). (provide your number of tweets per day)

Track mentions related to your name using [SocialMention](#). (provide your strength, sentiment, passion, and reach numbers)

Create an [about.me](#) page.

Realize that these are only numbers, and that **quality** is more important than quantity.

STEP 5: Presentation of your online personal brand portfolio.

1. **Put the following items and answers to question in a Google doc named IntSoc Brand** Lastname Firstname.

2. Follow [Google's instructions](#) to add me as a **collaborator** to your document. My email address is mitzi.lewis@mwsu.edu.

- Your sentence from step 1.
- The screenshot of when you Googled your name at the beginning of the class and a screenshot of when you Google your name now.
- A link to your google profile.
- Your professional email address.
- Your email signature.
- Your Twitter handle (with a completed profile), your number of tweets per day (via [TweetStats](#)) and your strength, sentiment, passion, and reach numbers (via [SocialMention](#)).
- A link to your LinkedIn account (you should have a completed profile and at least 20 connections) along with
 - links to the the two group discussion comments and one discussion you started (week 9)
 - links to the company employees you requested join your network (week 10)
 - links to the recommendations you received or the people from whom you requested a recommendation (week 11)
- A link to your about.me page.
- What have you learned about your audience?
- What have you learned about yourself?
- List each channel (wiki, Google, Twitter, LinkedIn) and the opportunities and best practices you have learned for each of them.
- What are your plans for your online personal brand after this class?

End of Week 3	<p>Step 1: Discover – What do you want to be known for?</p> <p>Google your name and capture the results.</p> <p>Complete the list to get yourself started.</p> <p>Write your sentence.</p> <p>Turn these items in on Blackboard under assignments.</p>
End of Week 4	<p>Step 2: Create – Build your personal branding toolkit.</p> <p>Keeping your sentence in mind, create your accounts <i>with required elements</i>. Submit in Blackboard under assignments.</p> <p>Model yours after this:</p> <p><i>Google profile:</i></p> <p>https://plus.google.com/110641700109612428599/</p>

	<p><i>Professional email address:</i> mitzilewis007@gmail.com</p> <p><i>Professional email signature:</i> Mitzi Lewis, Ph.D. Co-editor-in-chief, Teaching Journalism and Mass Communication Mass Communication Department Midwestern State University (+1) 940 397 4375 http://finearts.mwsu.edu/masscomm mitzilewis on Twitter</p> <p><i>LinkedIn account:</i> http://www.linkedin.com/in/mitzilewis</p> <p><i>Twitter account:</i> @mitzilewis</p>
Weeks 5-14	<p>Step 3: Communicate – Build your professional network. Find Listen Share Engage</p> <p>Step 4: Maintain – Continually engage, monitor, and update. Beginning week 5 you are required to tweet two times each day.</p>
End of Week 6	<p>Set up a Google alert for your name. To show me you have done this, follow these steps: –after setting up the alert, click the "Export alerts" box/button on your manage Google alerts page –submit the downloaded .csv file via the Blackboard assignment</p>
End of Week 15	<p>Step 5: Presentation of your online personal brand portfolio. Put the items and question answers in a Google doc named IntSoc Brand Lastname Firstname and add me as a collaborator to your document.</p>

Blog Portfolio

You are required to establish a blog for this course, which you will maintain at least through the semester and hopefully will wish to continue. For students interested in pursuing careers in communication, blogging has become a fundamental way to demonstrate multimedia skills and contribute to the larger conversation about the changing media landscape. It is also great way to help enhance your online personal brand. Setting up a blog, if you don't already have one, is easy and free. Follow these step-by-step instructions:

For this course, you must publish at least one blog entry each week about a current issue relating to the Internet and society. The entries should be at least 200 words and should include a link to at least one other media source. For example, you might read something related to what we are learning on a media-related blog that you think is insightful—you would provide a link on your blog to that source and then offer your own thoughts on the matter. Or you might have an opinion about a recent Internet failure or problem related to what we are learning; in your blog entry, you would briefly recap the issue and then explain what you think and why.

Posts are required anytime before Sunday 11pm of each week. You are required to post comments on other people's blogs by 11pm on Tuesday of each week. You are required to post at least one substantive comment (at least 100 words) each week. Your posts and comments must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the discussion. The point is to relate what we discuss in class with what you see on the Internet.

A few guidelines

To ensure your success as a contributor to blogs and as a student in this class, think about and apply the following guidelines:

- Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
- Make your posting clear and easy to follow by using Mindy McAdam's "[Tips for Writing for the Web.](#)"
- Address classmates by name or user name, and sign your own messages.
- Feel free to pose new questions to your classmates within your own message.
- Use correct spelling, capitalization, grammar, syntax, and punctuation.
- Remember that what you post online reflects on your online personal brand – your online reputation. Do you want to be known for high-quality content or mediocre content?

Sample Blog Comments

The following are some examples of acceptable and unacceptable responses to blogs. In this example, the blog post discussed how the Internet has changed teaching.

Unacceptable: "I agree."

Unacceptable: "I think the blogger is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with beckyw's basic point--that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will only become a successful aid to learning if teachers make it one. The Internet is simply a tool – albeit a potentially very powerful tool – that becomes useful (or not) in the hands of the maker. The potential is great, but it can only be realized through the actions of teachers and students working together."

Acceptable: "I disagree with beckyw. The Internet has not changed teaching and learning any more than the printing press changed teaching and learning, or modern instructional design has changed teaching and learning. New ideas about teaching and learning and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering and as a result, we reach more students and those students learn more. But the essence of good teaching remains the same, whether that teaching uses a chalkboard and abacus or Blackboard and wikis. Teaching and learning require using the brain – they do not require using the Internet."

Blog Submission

You will submit your blog portfolio by Friday, December 7th. Your blog portfolio will include:

- 5 blog posts

- 5 comments
- a list of all blogs on which you posted comments throughout the semester

Five blog posts: Links to five blog entries from your blog from throughout the semester. It is up to you to choose the entries you think are the highest quality.

Five comments: Links to five comments you made on other people's blogs. It is up to you to choose comments that you think best engaged in discussions with others in the class.

Tracking your comments: Create a blog post with the following: (1) Comment number (keep a running list), (2) title of blog post you commented on followed by author's name, (3) hyperlink to the blog post, (4) date of your comment, and (5) your complete comment. Example:

4. [Title of post with link embedded] by Jane Doe

Date: January 29, 2012

Comment: [Complete comment inserted here]

Important Note: The blog entries you submit will be evaluated, but I will also randomly select other blog entries that you do not submit. If there is an apparent discrepancy between the quality of blog entries that you submit and your other blog entries, your grade will be severely penalized. In other words, you are expected to put thought and clarity of expression into all of your blog entries – do not try to “play the system” and only put effort into the blog entries you expect to submit as part of your portfolio.

[Blog Portfolio Evaluation Form](#)

Discussion/Activity Assignments

Throughout the semester we will have weekly online discussion/activity assignments. I encourage you to relax and enjoy yourself in these conversations. The discussion topics are meant to be informal and fun -- a way of getting to know your classmates while exploring the issues and being exposed to a variety of different opinions. It is OK to disagree during our discussions. Read and follow the [Core Rules of Netiquette](#) and you should be fine.

Here are some concrete guidelines for our discussions.

1. Justify and support your opinions with examples, facts, or reasoning. Include the why.
2. There will be disagreement (and this good, otherwise we will be bored). Disagreement can be very constructive because it encourages us to reconsider our own positions and either recommit, expand, or discard them. Please be respectful of others' opinions, even when you are disagreeing with them.
3. Each discussion assignment will have specific requirements and other guidelines appropriate to the assignment. Be sure to read these and ask questions if you have them.

To receive the full points for your postings, you need to clearly state and support your ideas.

Some students have a hard time supporting their ideas. Look at the following two examples:

- **Example 1:** What is my definition of hate speech? Well from what I learned in the Hate.com video, the National Alliance Web site and other resources, hate speech is any racist and/or anti-Semitic speech or text. It is usually a controversial topic with the intension of hurting, intimidating or inciting violence or prejudicial action against a person or group of people. Hate speech has been around for many years and can be based on one or more aspects of a person's identity. These include a person's or group's racial background, age, ethnicity, gender, nationality, religion, sexual orientation, gender identity, disability, language ability, moral or political views among others. According to our book, Gift of Fire, hate speech that does not specifically incite violence is subject to First Amendment protection.
- **Example 2:** I think hate speech is words intended to reflect negative views on religion, sexual orientation, occupation, gender, race, etc. Speech is protected under our First Amendment and is a freedom that people feel very strongly about, but I feel that just like any other offensive or objectionable action that can lead to outrage and violence should have limitations.

Example 1 clearly states the student's ideas. It draws on the resources available to the student

(the Hate.com video, Hate Web sites and Gift of Fire) to support the ideas. Example 2 also clearly states the student's ideas, but the ideas are not as complete. No support for the ideas is offered. If according to this assignment each post is worth up to 5 points, I would assign 5 points for example 1 and only 2 or 3 points for example 2.

At the end of the semester, your last discussion assignment will be to reflect on the different online communication tools used for discussions throughout the semester. What are the pros and cons of each tool? What is one way that you can envision using each tool as a professional in your chosen field? It will be helpful for you to think about these questions throughout the semester as you are using each of the tools.

Goal Statement

Beginning any new task requires a solid goal statement. The same rings true for MCOM 2523, *The Internet and Society*, as you embark on the challenging yet rewarding experience!

Using your textbook, course wiki, and syllabus, conduct some brief research regarding this course. Set three specific goals related to this course you want to achieve during the term. Specifically discuss why these goals may prove rewarding for you both professionally and personally. Discuss how you expect this communication course will help you accomplish your goals. **Your goal statement should be approximately 1–2 pages in length, 12 point font, double spaced, with 1" margins in a Word document and should be submitted to me via Blackboard.**

[Goal Statement Evaluation Form](#)

More about Grading

- In the professional world, if you can't show up on time and make your deadlines, you won't keep your job. Assignments must be completed on time in the format specified. The only accepted excuses for late work or missed exams are documented medical emergencies or requests from a dean. No exceptions. Plan ahead.
- Spelling and grammar count in your assignments, your blog posts, and your e-mails. Grades will be reduced for spelling and grammar errors.

Course Grade

Grading is on a straight scale (no curve):

90–100%		A
80–89%		B
70–79%		C
60–69%		D
< 60%		F

Academic Dishonesty

- Students are expected to adhere to the Standards of Conduct as published in the Student Handbook. Students should refer to the current MSU student handbook and activities calendar for University policies and Student Honor Creed on academic dishonesty, class attendance, student's rights, and activities.
 - The main statement from the MSU Student Honor Creed should be a guiding principal for you: "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so."
 - I reserve the right to drop any student with an F if he/she engages in any form of academic dishonesty. I further reserve the right to recommend other sanctions as may be appropriate. Students are also encouraged to consult the following sources for additional discussion of students' rights and responsibilities regarding cheating,

attendance and general conduct:

- The MSU Student Honor Creed: “As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”
 - 2011–2012 MSU Undergraduate Catalog (available online at http://registrar.mwsu.edu/catalog/2010-2012/pdf/2010-2012_Undg_Front.pdf)
 - 2011–2012 MSU Student Handbook (available online at https://secure.mwsu.edu/profiles/menu_files/Student-Handbook-20110815-150251.pdf?LL=147).
- In addition, the university requires faculty to provide this statement to all students: “By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and educational purposes.”
- On the Internet, plagiarism is especially easy. DO NOT give in to the temptation to copy–and–paste other people’s work! Your work must be your own. If you plagiarize as a professional and get found out, you will damage if not destroy your own reputation and do great harm to the reputation of any organization you work for. In this class, plagiarism will have dire consequences.

Privacy

Federal privacy law prohibits me from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases I will not discuss your academic progress or other matters with your parents. Please do not have them call me. Regardless of these important legal considerations, it is my general policy to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Special Accommodations

If you need course adaptations or accommodations because of a disability, if you have emergency medical information that needs sharing, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible.

Suggestions

- Remember I am available to help you. Ask for help immediately if you don’t understand something. Waiting to “get it later” doesn’t always work and could get you into trouble.
- Back up your work. Have two backups.
- Consider saving your work under different names literally each time you work on a project. It just takes one click and could save you lots of time and frustration.
- Expect the unexpected.
- Try to do work for this class ahead of time. This will give you some cushion in case you have problems.
- Sometimes things will go smoothly, other times they won’t – the important thing is to have fun and practice thinking and working with both sides of our brains.
- This is **your** class; we can do (or try) almost anything you want; be creative!

Online Communications Guidelines/Netiquette

Your comfort level with expressing ideas and feelings in writing will add to your success in this course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines. Read and follow “[Core Rules of](#)

simple, a communication style that renounces these garish, over-the-top ["Netiquette 9.0"](#) by Virginia Shea. Here are the rules, in brief:

- Rule 1: Remember the human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes.

Final Caveat: I reserve the right to change any part of this syllabus for any reason. This includes changing or deleting assignments. Sufficient notice will be given to you if changes to the syllabus are necessary.

By accepting this syllabus and staying enrolled in this course, you are indicating that you understand and accept the terms of this syllabus.

Thanks to Eszter Hargittai and Howard Rheingold who generously allowed me to use and adapt portions of their work, to Naoma Clark who allowed me to adapt her classroom policies, to Jim Sernoe who allowed me to adapt portions of his work for policies and final paper requirements, and to Kimberly Sultze of Saint Michael's College for sharing her intellectual requirements.

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ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.