

JOUR 516 ON
TECHNOLOGY MEDIATED COMMUNICATION
Spring 2015

Instructor: Tatyana Dumova, Ph.D.
Dates: 1/12/2015 -5/1/2015
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Course Description

Examination of technology mediated communication with special attention to the role of communication technology in diverse settings ranging from interpersonal to group communication, organizational communication, and business communication. Emphasis is placed on strategies for communication problem solving in mediated contexts. Dual listed as JOUR 495. 3 credits.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand core concepts in technology mediated communication;
2. Examine the nature and characteristics of communication in technology mediated contexts;
3. Recognize and critically evaluate different theoretical positions/approaches to the study of technology mediated communication;
4. Identify technological skills central to present-day professional communication practices.

Textbooks & Other Readings

Thurlow, C., Lengel, L., & Tomic, A. (2007). *Computer Mediated Communication: Social Interaction and the Internet*. Los Angeles, CA: Sage.

Halavais, A. M. C. (2009). *Search engine society*. Cambridge, MA: Polity.

Rettberg, J. W. (2008). *Blogging* (Digital Media and Society series). Malden, MA: Polity.

Additional readings will be assigned as needed.

Methods of Instruction

This online seminar is designed as a forum for active discussion and interchange of ideas. All course related activities and interactions will take place using the Point Park University Blackboard course management system.

<u>Methods of Evaluation</u>	<u>Points</u>	<u>Objectives</u>
Critiques of Weekly Readings (12 total, 2 pts each, top 10 scores will be used)	20 pts	1, 2, 3
Online Discussion Board Participation (10 discussions, 2 pts each)	20 pts	1, 2, 3, 4
Wiki Project and Reflection Essay	10 pts	1, 2, 4
Search Engines Project and Reflection Essay	10 pts	1, 2, 4
The New York Times Project and Discussion	10 pts	1, 2, 3, 4
Five Issue Papers (5-6 pp., 6 pts each)	<u>30 pts</u>	1, 2, 3
	100 pts	

Course Technology

The Point Park University Blackboard course management system will provide a platform for this course. The Blackboard platform allows for trouble-free access to course content and ongoing interaction between course instructors and students. Students access Blackboard via a secure login using their own high-speed Internet connection at <https://pointpark.blackboard.com>. For technical questions or problems related to Blackboard, please contact the IT Help Desk located in 406 Academic Hall at 412-392-3494 or 412-392-3180. You can also e-mail the IT Help Desk at helpdesk@pointpark.edu.

Minimum Requirements for PC/Mac Desktops or Notebooks

Operating System: Microsoft Windows 7/OS X 10.6 or higher

Processor: Intel Core 2 Duo

Video Memory: 128MB or higher

RAM: 1GB

Hard Disk Space: 80 GB or higher

Wired Ethernet Adapter: 100MB

DVD-ROM

Other Technology Requirements

High-Speed Internet Access

WebCam/Video Conferencing Capabilities

USB Headphone/Microphone

Up-To-Date Antivirus Software

Access to Microsoft Office 2007 or Equivalent Office Productivity Suite

Course Policies & Expectations

Grading Policy

A: 93-100%; B: 80-92%; C: 70-79%; F: 60-69% or lower

Grade “A” represents exemplary, superior work of the highest quality; work is presented in a professional manner and is extremely well written, free of spelling or grammatical errors. The work at the “A” level conforms to all written requirements and demonstrates a thorough and in-depth understanding of theoretical constructs and their applications. Work is consistently documented appropriately using APA format and style.

Grade “B” represents a minimum of what is expected at the graduate level. Student earning a “B” has completed all work assigned but may not have gone beyond the minimum requirements. Work demonstrates an understanding of theoretical constructs and application but may lack a thorough and in-depth analysis. Work may not conform to APA formatting guidelines.

Grade “C” represents below average work and often may contain spelling or grammatical errors; assignments may have components missing or may have been turned in past the due date. Student does not demonstrate an understanding of theoretical constructs and applications.

Grade “F” represents failing to meet course requirements as specified.

Deadlines: To be successful in this class, you may want to complete all assignments on time. For each day a project is late 5 percent of the grade will be deducted.

Rules of Online Discussion

Contributing your postings to the Discussion Board:

- Reflect on a concept or theory from the assigned readings (use 250-300 words).
- Use authors' names, year, and page number in parentheses in your posted message so we can know exactly which document or article and what page you are referring to.
- Write clearly and concisely, proofread.

Commenting on your classmates' responses:

- Read other persons' primary postings and respond to at least two of them.
- Note: Just saying "I agree" or "You didn't do such and such" does not constitute an acceptable comment about another student's posting. Your comment should have some "substance." Raise questions, give examples, make additional comments, etc.
- Use 75-150 words per response.

Netiquette Guidelines

The following guidelines will enhance all course communications and your success in an online environment:

- Show professionalism and courtesy.
- Use correct spelling and grammar.
- Use a positive tone.
- Be brief and respectful of others' time.
- Remember anything that you write in digital communication can be forwarded or copied.
- Use humor appropriately and consider adding an emoticon to show your intent: ☺. Avoid sarcasm.

How to Interact Successfully Online

A few tips on how to interact successfully online:

- Behave in the virtual world as you would in the real world - be courteous and friendly, yet professional in your interactions.
- Keep your comments on topic and within the designated length.
- Give back to the class - share your experiences, your knowledge, and your thoughts. Know that online interactions such as class discussions add particular value to the course.
- Remember, you are dealing with a person - discussion boards can hide this important fact.
- Assume others in your class mean the best and that any slip-ups or misinterpretations of your ideas are accidental.
- Write clearly and concisely. Those who are not primarily speakers of the language in which the class is held will appreciate it.
- Reset the subject line when you change the topic - this keeps everyone from becoming confused about what you are talking about.
- Don't be too casual - stay away from slang, and check your spelling.
- Pause before clicking the "Submit" button - make sure you review your posting before sending.

Assignments

Critique of Weekly Readings

Each student will write and submit weekly critiques of the readings (12 total, top 10 scores will be used). A reading critique should be one page long (450-500 words, single spaced) and should be submitted through Blackboard as a Microsoft Word file (e.g., .doc, .docx). To get full credit for your critique, address all readings assigned for the week and reflect on their main points.

Online Discussion Board Participation

A series of weekly online discussions will offer opportunities to improve your understanding of core concepts and practice critical thinking. Each student will be responsible for making one (1) contribution using 250-300 words to the class discussion board and responding in 75-150 words to five (5) posts every week.

Wiki Project (in small group)

Gather knowledge about a Web 2.0 technology of interest for you. Choose an application that you haven't known much about before. Create a collaborative website (wiki) to share your findings with the class. Each student will be responsible for making two (2) individual contributions to the wiki. Several wiki hosting services will be suggested. After the project is complete, write and submit a reflection essay (5-6 pp.) evaluating your experience working on the group wiki.

Search Engines Project

Go through tutorials, conduct a search to find relevant information, and create a *Student Guide to Evaluating Online Information* (3-4 pages) designed to help incoming freshmen students learn to evaluate information they find on the Web. Write and submit a reflection essay (5-6 pp.).

New York Times Project

Examine a social, political, or cultural issue by looking at how it is treated in The New York Times and in social media outlets such as blogs. Analyze the different approaches to the issue and compare the ways in which the issue is framed (5-6 pp.).

NYTimes.com Academic Passes is a new service from The New York Times that gives you full, complimentary access to NYTimes.com. Visit NYTimes.com/Passes on any web-enabled device and follow the instructions to create a NYTimes.com account using your school e-mail address. The New York Times is a unique and invaluable resource, and I encourage you to take advantage of this new service as often as you like. If you have questions about using the passes, visit the FAQ's for Academic Pass Users.

Five Issue Papers

Write and submit five issue papers (5-6 pp. each) on a given topic. Demonstrate your understanding of the theories, concepts, and problem solving strategies and practices. Each of the papers relates to the course readings.

Office Hours

M 4:30-6 pm, 9-10:15 pm; W 4-6 pm, 9-10:15 pm. Please make an appointment via email to meet in the office or in the Chat Room. I generally respond to emails within 24 hours except Saturdays and Sundays.

Course Schedule

	Week	Learning Modules	Course Readings	Assignments	EIA
1	Jan 12	Module 1: Introduction to the Field and the Course	Module 1 readings	Introductions Explore Your Online Course First Written Assignment Syllabus Quiz	.5 hr 1 hr .5 hr .5 hr
2	Jan 19	Module 2: Theorizing TMC	Module 2 readings	Module 2 Critique Module 1 Discussion	.5 hr 1.5 hrs
3	Jan 26	Module 3: Technology Mediated Interpersonal Dynamics	Module 3 readings	Issue Paper No. 1 Module 3 Critique Module 2 Discussion	2 hrs .5 hr 1 hr
4	Feb 2	Module 4: Technology Mediated Group Dynamics	Module 4 readings	Issue Paper No. 2 Module 4 Critique Module 3 Discussion	2 hrs .5 hr 1.5 hrs
5	Feb 9	Module 5: Building Community Online	Module 5 readings	Module 5 Critique Module 4 Discussion	.5 hr 1 hr
6	Feb 16	Module 6: Collaborating Online	Module 6 readings	Issue Paper No. 3 Module 6 Critique Module 5 Discussion	2 hrs .5 hr 1.5 hrs
7	Feb 23	Module 7: Online Ethics	Module 7 readings	Wiki Project Module 7 Critique Module 6 Discussion	3.5 hrs .5 hr 1 hr
8	Mar 2	<i>Spring Recess</i>		<i>Spring Recess</i>	
9	Mar 9	Module 8: Technology Mediated Contexts	Module 8 readings	Module 8 Critique Module 7 Discussion	.5 hr 1.5 hrs
10	Mar 16	Module 9: Technology Mediated Public Spaces	Module 9 readings	Issue Paper No. 4 Module 9 Critique Module 8 Discussion	2 hrs .5 hr 1.5 hrs
11	Mar 23	Module 10: Technology and Professional Practices	Module 10 readings	Issue Paper No. 5 Module 10 Critique Module 9 Discussion	2 hrs .5 hr 1.5 hrs
12	Mar 30	Module 11: Search Technology	Module 11 readings	Module 11 Critique Module 10 Discussion	.5 hr 1.5 hrs
13	Apr 6	Module 12: Relationship Between the Mainstream Media and Social Media	Module 12 readings NYT readings of your choice	Search Engines Project Module 12 Critique	3.5 hrs .5 hr
14	Apr 13	Module 13: Coverage of Technology in Legacy Media and Social Media	NYT readings of your choice	Module 13 Critique NYT Discussion 1	.5 hr 1.5 hrs
15	Apr 20	Module 14: Reflection and Evaluation	NYT readings of your choice	NYT Discussion 2	1.5 hrs
16	Apr 27	The Course Ends	Progress review	NYT Project ; Student Opinion of Teaching Survey	3.5 hrs .5 hr

Total Equivalent Instructional Activities (EIA): 44 hours

Course Readings

Module 1: Introduction to the Field

Thurlow, C., Lengel, L., & Tomic, A. (2007). Defining CMC: An introduction to the field. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 1, pp. 14-24). Los Angeles, CA: Sage.

Wood, A. F., & Smith, M. J. (2005). Using technology to communicate in new ways. In *Online communication: Linking technology, identity, & culture* (ch. 1, pp. 3-28) Mahwah, NJ: Lawrence Erlbaum.

Horrigan, J. B. (2006). Portraits of American Internet use: Findings from the Pew Internet and American Life Project. In R. Kraut, M. Brynin, & S. Kiesler (Eds.), *Computers, phones, and the Internet* (pp. 21-31). New York: Oxford University Press.

Module 2: Theorizing Technology Mediated Communication

Thurlow, C., Lengel, L., & Tomic, A. (2007). Situating CMC: Technologies for communication. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 2, pp. 25-28). Los Angeles, CA: Sage.

Thurlow, C., Lengel, L., & Tomic, A. (2007). Theorizing CMC: Technology and social interaction. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 3, pp. 35-44). Los Angeles, CA: Sage.

Sayre, S., King, C., & Bryant, J. (2010). Our convergence culture. In *Entertainment and society: Influences, impacts, and innovations* (pp. 22-48). Hoboken, NJ: Taylor & Francis.

de Souza e Silva, A. (2013). Location-aware mobile technologies: Historical, social and spatial approaches. *Mobile Media & Communication*, 1(1), 116–121.

Humphreys, L. (2013). Mobile social media: Future challenges and opportunities. *Mobile Media & Communication*, 1(1), 20-25.

Module 3: Technology Mediated Interpersonal Dynamics

Thurlow, C., Lengel, L., & Tomic, A. (2007). Describing CMC: Interpersonal dynamics. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 4, pp. 45-57). Los Angeles, CA: Sage.

Cohen, J. (2009). Mediated relationships and media effects. In R. L. Nabi & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 223-236). Los Angeles, CA: Sage.

Wellman, B., & Rainie, L. (2013). If Romeo and Juliet had mobile phones. *Mobile Media & Communication*, 1(1), 166-171.

Raban, Y., & Brynin, M. (2006). Older people and new technologies. In R. Kraut, M. Brynin, & S. Kiesler (Eds.), *Computers, phones, and the Internet* (pp. 43-50). New York: Oxford University Press.

Module 4: Technology Mediated Group Dynamics

Thurlow, C., Lengel, L., & Tomic, A. (2007). Explaining CMC: Group dynamics. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 5, pp. 58-68). Los Angeles, CA: Sage.

Hollingshead, A. (2011). Dynamics of leader emergence in online groups. In Z. Birchmeier, B. Dietz-Uhler, & G. Stasser (Eds.), *Strategic uses of social technology: An interactive perspective of social psychology* (pp. 108-126). New York: Cambridge University Press.

Jaques, D., & Salmon, G. (2010). Studies of group behavior. In H. Donelan, K. Kear, & M. Ramage (Eds.), *Online collaboration: A reader* (pp. 12-25). New York: Routledge.

McKenna, K. Y. A., & Green, A. S. (2002). Virtual group dynamics. *Group Dynamics: Theory, Research, and Practice*, 6(1), 116-127.

Brabham, D. C. (2013). Crowdsourcing: A model for leveraging online communities. In A. Delwiche & J. J. Henderson (Eds.), *The participatory cultures handbook* (pp. 120-129). New York: Routledge.

Module 5: Building Community Online

Thurlow, C., Lengel, L., & Tomic, A. (2007). Online communities: Real or imagined? In *Computer mediated communication: Social interaction and the Internet* (Strand 2, Unit 3, pp. 107-117). Los Angeles, CA: Sage.

Wood, A. F., & Smith, M. J. (2005). Communicating in virtual communities. In *Online communication: Linking technology, identity, & culture* (ch. 6, pp. 122-143). Mahwah, NJ: Lawrence Erlbaum.

Rettberg, J. W. (2008). Blogs, communities and networks. In *Blogging* (Digital Media and Society series, pp. 57-83). Malden, MA: Polity.

Rheingold, H. (2010). The heart of the WELL. In H. Donelan, K. Kear, & M. Ramage (Eds.), *Online collaboration: A reader* (pp. 151-160). New York: Routledge.

Kendall, L. (2003). Virtual communities. In K. Christensen & D. Levinson (Eds.), *Encyclopedia of community: From the village to the virtual world*. Thousand Oaks, CA: Sage. Retrieved from http://www.sage-ereference.com/community/Article_n509.html

Module 6: Collaborating Online

O'Reilly, T. (2010). What is Web 2.0? Design patterns and business models for the next generation of software. In H. Donelan, K. Kear, & M. Ramage (Eds.), *Online collaboration: A reader* (pp. 225-235). New York: Routledge.

Benkler, Y. (2006). Peer production and sharing. In *The wealth of networks: How social production transforms markets and freedom* (ch. 3, pp. 59-90). New Haven, CT: Yale University Press.

O'Leary, D. E. (2010). Wikis: 'From each according to his knowledge.' In H. Donelan, K. Kear, & M. Ramage (Eds.), *Online collaboration: A reader* (pp. 89-101). New York: Routledge.

Mittell, J. (2013). Wikis and participatory fandom. In A. Delwiche & J. J. Henderson (Eds.), *The participatory cultures handbook* (pp. 35-42). New York: Routledge.

Module 7: Online Ethics

Thurlow, C., Lengel, L., & Tomic, A. (2007). Contextualizing CMC: 'Flaming' and embedded media. In *Computer mediated communication: Social interaction and the Internet* (Strand 1, Unit 6, pp. 69-80). Los Angeles, CA: Sage.

Thurlow, C., Lengel, L., & Tomic, A. (2007). Online ethics and international inequities. In *Computer mediated communication: Social interaction and the Internet* (Strand 2, Unit 1, pp. 82-94). Los Angeles, CA: Sage.

Thurlow, C., Lengel, L., & Tomic, A. (2007). Antisocial behavior, online compulsion and 'addiction'. In *Computer mediated communication: Social interaction and the Internet* (Strand 2, Unit 7, pp. 148-159). Los Angeles, CA: Sage.

Lee, L. T. (2013). Privacy and social media. In A. B. Albarran (Ed.), *The social media industries* (pp. 146-165). New York: Routledge.

MacDougall, R. (2010). eBay ethics: Simulating civility today, for the 'digital democracies' of tomorrow. *Convergence: The International Journal of Research into New Media Technologies*, 6(2), 235-244.

Module 8: Technology Mediated Contexts

Caplan, S. E., Perse, E.M., & Gennaria, J. E. (2007). Computer-mediated technology and social interaction. In C. A. Lin & D. J. Atkin (Eds.), *Communication technology and social change: Theory and implications* (pp. 39-57). New York: Cambridge University Press.

Murthy, D. (2013). Theorizing Twitter? In *Twitter: Social communication in the Twitter age* (pp. 24-50). Cambridge, UK: Polity.

Srivastava, L. (2008). The mobile makes its mark. In J. E. Katz (Ed.), *Handbook of mobile communication studies* (pp. 15-27). Cambridge, MA: MIT Press.

Wood, A. F., & Smith, M. J. (2005). Rebuilding corporations online. In *Online communication: Linking technology, identity, & culture* (ch. 7, pp. 147-165). Mahwah, NJ: Lawrence Erlbaum.

Sundar, S. S., Edwards, H. H., Hu, Y., & Stavrositu, C. (2007). Blogging for better health: Putting the 'public' back in public health. In M. Tremayne (Ed.), *Blogging, citizenship, and the future of media* (pp. 83-102). New York: Routledge.

Module 9: Technology Mediated Public Spaces

Wellman, B. (2003). Cybersocieties. In K. Christensen & D. Levinson (Eds.), *Encyclopedia of community: From the village to the virtual world*. Thousand Oaks, CA: Sage. Retrieved from http://www.sage-ereference.com/community/Article_n144.html

Nayar, P. K. (2010). Public spaces. In *An introduction to new media and cybercultures* (pp. 136-156). Malden, MA: Wiley-Blackwell.

Wood, A. F., & Smith, M. J. (2005). Carving alternative spaces. In *Online communication: Linking technology, identity, & culture* (ch. 9, pp. 179-193). Mahwah, NJ: Lawrence Erlbaum.

Metzgar, E. T., Kurpius, D. D., & Rowley, K. M. (2011). Defining hyperlocal media: Proposing a framework for discussion. *New Media & Society*, 13(5), 772–787.

Williams-Hawkins, M. (2013). Bridging the great divide: African American and Asian American use of social media. In A. B. Albarran (Ed.), *The social media industries* (pp. 203-231). New York: Routledge.

Module 10: Technology and Professional Practices

Cyphert, D. (2009). Professional communication practices. In W. F. Eadie (Ed.), *21st century communication: A reference handbook* (pp. 571-582). Los Angeles, CA: Sage. Retrieved April 3, 2010, from http://www.sage-ereference.com/communication/Article_n63.html

Schoech, D. (2013). Community practice in the digital age. In Weil, M., Reisch, M., & M. L. Ohmer (Eds.), *The handbook of community practice* (pp. 809-826). Los Angeles, CA: Sage.

Keen, A. (2010). The cult of the amateur. In H. Donelan, K. Kear, & M. Ramage (Eds.), *Online collaboration: A reader* (pp. 251-255). New York: Routledge.

Lévy, P. (2013). The creative conversation of collective intelligence. In A. Delwiche & J. J. Henderson (Eds.), *The participatory cultures handbook* (Trans. P. Aronoff & H. Scott, pp. 99-108). New York: Routledge.

Wenger, D. H., & Owens, L. C. (2012). Help wanted 2010: An examination of new media skills required by top U.S. news companies. *Journalism & Mass Communication Educator*, 67(1), 9-25.

Module 11: Search Technology

Thurlow, C., Lengel, L., & Tomic, A. (2007). Searching and researching on the Internet. In *Computer mediated communication: Social interaction and the Internet* (Strand 3, pp. 163-169). Los Angeles, CA: Sage.

Halavais, A. M. C. (2009). *Search engine society* (pp. 5-23, 160-180). Cambridge, MA: Polity.

Newhagen, J. E., & Bucy, E. P. (2005). Routes to media access. In E. P. Bucy (Ed.), *Living in the information age: A new media reader* (2nd ed., pp. 264-272). Belmont, CA: Wadsworth.

Hargittai, E. (2007). The social, political, economic, and cultural dimensions of search engines: An introduction. *Journal of Computer-Mediated Communication*, 12(3), 769–777.

Brown, S. (2012). A brief history of business and competitive information, and the rise of social tools. In *Social information: Gaining competitive and business advantage using social media tools* (pp. 1-17). Oxford, UK: Chandos Publishing.

Henninger, M. (2012). Locating scholarly papers of interest online. In D. R. Neal (Ed.), *Social media for academics* (pp. 59-83). Oxford, UK: Chandos Publishing.

Bar-Ilan, J. (2007). Google bombing from a time perspective. *Journal of Computer-Mediated Communication*, 12(3), 910–938.

Module 12: Relationship Between the Mainstream Media and Social Media

Rettberg, J. W. (2008). Citizen Journalists? In *Blogging* (pp. 84-110). Malden, MA: Polity.

Rettberg, J. W. (2008). From bards to blogs. In *Blogging* (pp. 31-56). Malden, MA: Polity.

Standley, T. C. (2013). Traditional news media's use of social media. In A. B. Albarran (Ed.), *The social media industries* (pp. 132-145). New York: Routledge.

Groshek, J. & Groshek, M. C. (2013). Agenda trending: Reciprocity and the predictive capacity of social networking sites in intermedia agenda setting across topics over time. *Media and Communication*, 1(1), 15-27.

Burgess, J., & Green, F. (2009). YouTube and the mainstream media. In *YouTube* (Digital Media and Society series, pp. 15-37). Malden, MA: Polity.

Porter, L., & Golan, G. J. (2006). From subservient chickens to brawny men: A comparison of viral advertising to television advertising. *Journal of Interactive Advertising*, 6(2), 30-38.

Module 13: Coverage of Technology in Legacy Media and Social Media

Hindman, E. B., & Thomas, R. J. (2013). When old and new media collide: The case of WikiLeaks. *New Media & Society*, 0(0), 1–18. [OnlineFirst edition]

Cacciatore, M. A., et al. (2012). Coverage of emerging technologies: A comparison between print and online media. *New Media & Society*, 14(6), 1039–1059.

Jones, J., & Himelboim, I. (2010). Just a guy in pajamas? Framing the blogs in mainstream US newspaper coverage (1999-2005). *New Media & Society*, 12(2), 271–288.

Vaughan, L., & Zhang, Y. (2007). Equal representation by search engines? A comparison of websites across countries and domains. *Journal of Computer-Mediated Communication*, 12(3), 888–909.

Point Park University Mission Statement

Point Park University educates students in a diverse environment and prepares graduates to apply knowledge to achieve their goals, advance their professions and serve their communities.

Point Park University Values

- Promoting academic excellence
- Focusing on student needs
- Fostering a community of mutual respect and diversity
- Encouraging innovation
- Ensuring integrity and ethics in our actions
- Responding to our stakeholders
- Facilitating civic engagement

University Policies

Academic Integrity

A student and a teacher are bound with a mutual compact of academic honor and integrity. Any student engaging in academic dishonesty will receive a failing grade (“F”) for the assignment, exam, or the whole course. According to the Point Park University’s academic regulations, besides plagiarism, other forms of academic dishonesty carrying the same penalties for the same reasons include, but are not limited to: (1) fabricating data, evidence, facts, including but not limited to laboratory results and journalistic interviews or observations; (2) obtaining prohibited assistance from another student, regardless of whether that other student is aware of it, by looking at another student’s paper (in or out of class) during a quiz, exam, or during work on an assignment; (3) turning in the same work in two or more different courses, regardless of whether the two courses are taught by the same professor, in the same degree program, or even at the same institution, without explicit prior approval from both instructors, because students should not obtain credit twice for doing work once; (4) forging or altering documentation of an illness and/or absence that has been requested or required by an instructor.

Incomplete Grade Policy

The Incomplete grade (“I”) is assigned to students when unusual circumstances render the successful completion of the course during the traditional time frame impossible. Students who do not complete the requirements for a course by the end of the term, may request and may be assigned an “I” grade at the Instructor’s discretion. The “I” grade is assigned along with a finite time period within which the course requirements may be completed. The time period may not exceed one year from the end of the semester in which the course was taken. Students must obtain the Incomplete Grade Request Form and have it completed by the Instructor. Student and Instructor must sign the completed form.

Withdrawal Grade Policy

The Withdrawal (“W”) grade is assigned to students when unusual circumstances render the successful completion of the course impossible. Students are permitted to request and receive a “W” grade up to the day specified in the University calendar. After the specified day, a “W” grade cannot be assigned. A “W” grade requires students to complete a Schedule Change Form, which may be obtained from the Registrar’s Office.

Non Discrimination & ADA Policy Statement

Point Park University does not discriminate on the basis of race, color, national origin, sex, age, religion, ancestry, disability, or sexual orientation. In addition, the instructor pledges to not discriminate in the courses based on veteran status, political affiliation/philosophies/beliefs; marital status; parental status; or socioeconomic origin or status. Students having a certifiable disability, as defined under the Americans with Disabilities Act (ADA) of 1990 and needing reasonable accommodations, should notify the Program for Academic Success (PAS), 701 Lawrence Hall, 412-392-3870, as early in the semester as possible.

University Services

Disability Services

Point Park University strives to provide appropriate, reasonable accommodations for students with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990. All campus accommodations are coordinated through the Program for Academic Success (PAS), located on the 7th floor of Lawrence Hall. Students are responsible for contacting PAS for specific information on the University's ADA policy and the procedures for verifying disabilities and requesting accommodations. For more detailed information, please call 412-392-3870.

Online Writing Tutoring

Online Writing Tutoring is available through the Program for Academic Success (PAS) located in 701 Lawrence Hall, tel. 412-392-3870. The program provides feedback for specific questions and concerns. The student using online writing tutoring should be prepared to engage in a dialogue with a professional tutor using e-mail. PAS does not edit or proofread student papers.

Library Center

The Library is located in the University Centre at 414 Wood Street. Many resources are available 24/7 through the Library's web page and if you're off campus, you can access the databases and e-books by using your Point Park University e-mail password and login. Librarians are available to help you find the resources you need for your research. Contact the Library at 412-392-3171, in person, by e-mail at library@pointpark.edu, through IM or by texting to 66746 and starting question with *pointlib*.

Computer Desktops and Notebooks

To help ensure any desktop or notebook you purchase is compatible on Point Park University's network and with University related student service systems, the minimum and suggested specifications are listed above for both PC and Macintosh computers. Please note that Pointmail and PointWeb are primarily designed for a Microsoft Windows platform and Internet Explorer 7 or higher.

For additional information, please visit the Point Park University Online Learning portal at <http://www.pointpark.edu/Academics/OnlineLearning>.