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

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.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Critiques of Weekly Readings</strong></td>
<td>20 pts</td>
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<tr>
<td>(12 total, 2 pts each, top 10 scores will be used)</td>
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<tr>
<td><strong>Online Discussion Board Participation</strong></td>
<td>20 pts</td>
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<tr>
<td>(10 discussions, 2 pts each)</td>
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<tr>
<td><strong>Wiki Project and Reflection Essay</strong></td>
<td>10 pts</td>
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<tr>
<td><strong>Search Engines Project and Reflection Essay</strong></td>
<td>10 pts</td>
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<tr>
<td><strong>The New York Times Project and Discussion</strong></td>
<td>10 pts</td>
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<tr>
<td><strong>Five Issue Papers (5-6 pp., 6 pts each)</strong></td>
<td><strong>30 pts</strong></td>
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<td><strong>100 pts</strong></td>
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</table>
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

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

Total Equivalent Instructional Activities (EIA): 44 hours
Course Readings

Module 1: Introduction to the Field


Module 2: Theorizing Technology Mediated Communication


Module 3: Technology Mediated Interpersonal Dynamics


**Module 4: Technology Mediated Group Dynamics**


**Module 5: Building Community Online**


**Module 6: Collaborating Online**


Module 7: Online Ethics


Module 8: Technology Mediated Contexts


Module 9: Technology Mediated Public Spaces


Module 10: Technology and Professional Practices


Module 11: Search Technology


**Module 12: Relationship Between the Mainstream Media and Social Media**


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


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.