

Fall 2014

COMMUNICATION, TECHNOLOGY & CULTURE

JOUR 545 ONA

Instructor: Tatyana Dumova, Ph.D.
Contact: 913 Thayer Hall; tel. (412) 392-4701
e-mail: tdumova@pointpark.edu

Course Description

This course is for students who wish to attain a comprehensive vision of communication and broaden their perspectives across the traditional fields. It explores the intersection of communication, technology and culture with a focus on six major areas: information, networking, socialization, identity, entertainment, and globalization. Covers issues such as technological determinism, social shaping of communication technologies, identity formation, cultural transnationalization and globalization.

Course Objectives

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

- Understand the role of technologies and culture in communication processes;
- Critically evaluate different theoretical positions and approaches in the field of communication study;
- Examine how societies respond to technological change.

Methods of Instruction

This is a graduate-level online seminar designed as a forum for an interchange of ideas and active group discussion. Blackboard learning management system will provide a platform for this course.

Methods of Evaluation

Weekly Reading Critiques (1 single-spaced page, 8 critiques total, due every Monday, 9 pm)	16 pts
Class Discussion and Reflection (11 discussions total, due every Monday, 9 pm)	22 pts
Annotated Bibliography (12 items, due 10/13, 9 pm)	5 pts
Peer Review of Research Paper Draft (due 11/17, 9 pm)	5 pts
Research Paper (topic proposal, abstract, first draft, final 15-20 page paper, due 12/8, 9 pm)	52 pts
	Total: 100 pts

Expectations and Policies

Grading Policy

A: 93-100%; A-: 90-92.9%; B+: 87-89.9%; B: 83-86.9%; B-: 80-82.9%;
C+: 77-79.9%; C: 73-76.9%; C-: 70-72.9%; F: 69.9-0%

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 3 percent of the grade will be deducted.

Backup Storage: Students are responsible for keeping backups of all assignments.

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.

Course Technology

Students enrolled in this class will utilize various forms of instructional technologies to achieve competency with the course objectives including, but not limited to, the Blackboard learning management system, electronic research tools, and online search. 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>. Note, Blackboard 9.1 only works properly in the Firefox browser; use of other browsers is not recommended. For technical questions or problems related to Blackboard, please contact the Technology Help Desk located in 403 Academic Hall at 412-392-3494. You can also e-mail the 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 i3

RAM: 2 GB

Hard Disk Space: 150 GB or higher

Video Memory: 256MB or higher

Wired Ethernet Adapter: 100/1000MB

DVD-ROM / CD-Burner

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 (Students must be able to create and open files in the standard Microsoft Office 2007 or greater formats (e.g., .DOCX, .XLSX, .PPTX, etc.).

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 Services

Online Writing Tutoring

Online Writing Tutoring available through the Program for Academic Success (PAS) located in 701 Lawrence Hall, tel. 412-392-3870, 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.

Disability Services

Point Park University strives to provide appropriate, reasonable accommodations for students who are disabled 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 reasonable accommodations. For more detailed information, please call 412-392-3870.

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.x or higher.

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

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.

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.

Smoking Policy: According to the Smoking Pollution Control Ordinance passed by the Pittsburgh City Council in November 1987, no smoking is permitted in the classrooms, hallways, lobbies, or any other public areas at Point Park University.

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.

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.

Course Schedule at a Glance

Week	Date	Course Topic	Course Content, Assignments & Due Dates	EIA*
1	8/25	Introduction to the Course	Introduce Yourself, due Friday 8/29 Learn course requirements, course structure, and policies Classroom Survey, due Friday 9/1 Discussion & Reflection: Definitions, due Monday 9/1 and 9/8	.5 hour 1 hour .5 hour 1.5 hrs
2	9/1	Functions of Communication	Week 2 Reading Critique, due Monday 9/1 Review online course materials/videos Discussion & Reflection: Functions of Communication, due Monday 9/1 and 9/8	1 hour 2 hours 1.5 hrs
3	9/8	Information	Week 3 Reading Critique, due Monday 9/8 Review online course materials/videos Discussion & Reflection: Information, due Mon. 9/8 and 9/15	1 hour 2 hours 1.5 hrs
4	9/15	Networking	Week 4 Reading Critique, due Monday 9/15 Review online course materials/videos Discussion & Reflection: Networking, due Mon. 9/15 & 9/22	1 hour 1.5 hrs 1.5 hrs
5	9/22	Socialization	Week 5 Reading Critique, due Monday 9/22 Review online course materials/videos Locate, organize, and share relevant online resources Discussion & Reflection: Socialization, due Mon. 9/22 & 9/29	1 hour 2 hours .5 hrs 1.5 hrs
6	9/29	Identity	Topic Proposal due Monday 9/29 Week 6 Reading Critique, due Monday 9/29 Review online course materials/videos Discussion & Reflection: Identity, due Mon. 9/29 and 10/6	1 hour 2 hours 1.5 hrs
7	10/6	Entertainment	Abstract due Monday 10/6 Week 7 Reading Critique, due Monday 10/6 Review online course materials/videos/podcasts Discussion & Reflection: Entertainment, Mon. 10/6 & 10/13	1 hour 2 hours 1.5 hrs
8	10/13	Globalization	Annotated Bibliography due Monday 10/13 Week 8 Reading Critique, due Monday 10/13 Review online course materials/video Discussion: Globalization, due Monday 10/13 and 10/20	1 hour 1.5 hrs 1.5 hrs
9	10/20	Continuity & Change	Week 9 Reading Critique, due Monday 10/20 Review online course materials/videos. Discussion & Reflection: Continuity and Change, due Mon. 10/20 & 10/27	1 hour 2 hours 1.5 hrs
10	10/27	Research Paper	Discussion & Reflection: Final Paper Ideas, due Mon. 10/27 & Monday 11/10	1 hour
11	11/3	First Draft	Research Paper Draft due Monday 11/10	1.5 hrs
12	11/10	Research Paper Review	Peer Review of Research Paper Draft due Monday 11/17	.5 hour
13	11/17		Discussion & Reflection: Peer Review Results, due Mon. 11/24 & Mon. 12/1	1.5 hrs
14	12/1	Research Paper Final	End-of-Course Student Evaluations	.5 hour
15	12/8		Research Paper due Monday 12/8, 9 pm	

*Equivalent Instructional Activities

Total EIA: 44 Hours

Detailed Reading Schedule

Week 2: *Functions of Communication*

Lasswell, H. D. (1948). The structure and function of communication in society. In L. Bryson (Ed.), *The communication of ideas. A series of addresses* (Religion and Civilization Series, pp. 37-51). New York: Harper & Brothers.

Lazarsfeld, P. F., & Merton, R. (1948). Mass communication, popular taste and organized social action. In L. Bryson (Ed.), *The communication of ideas. A series of addresses* (Religion and Civilization Series, pp. 95-118). New York: Harper & Brothers.

Schramm, W. (1973). How communication developed. In *Men, messages, and media: A look at human communication* (pp. 1-17). New York: Harper & Row.

Schramm, W. (1973). What communication does. In *Men, messages, and media: A look at human communication* (pp. 18-36). New York: Harper & Row.

Wright, C. R. (1960). Functional analysis and mass communication. *Public Opinion Quarterly*, 24(4), 605-620.

Wright, C. R. (1975). The nature and functions of mass communication. In *Mass communication: A sociological perspective* (2nd ed., pp. 3-22). New York: Random House.

Recommended Readings:

Mead, M. (1948). Some cultural approaches to communication problems. In L. Bryson (Ed.), *The communication of ideas. A series of addresses* (Religion and Civilization Series, pp. 9-26). New York: Harper & Brothers.

Bryson, L. (1948). Problems of communication. In L. Bryson (Ed.), *The communication of ideas. A series of addresses* (Religion and Civilization Series, pp. 1-8). New York: Harper & Brothers.

Week 3: *Information*

McLuhan, M. (1964). *Understanding media: The extensions of man* (Chapters 16-33, pp. 145-311). New York: Signet Books.

Postman, N. (1989/1997). Foreword. In P. Marchand, *Marshall McLuhan: The medium and the messenger* (pp. vii-xiii). Toronto, Canada: Vintage Canada.

Meyrowitz, J. (1985). *No sense of place: The impact of electronic media on social behavior* (1st ed., Part I, pp. 13-67). New York: Oxford University Press.

Postman, N. (1993). *Technopoly: The surrender of culture to technology*. New York: Vintage Books.

Erickson, I. (2010). Geography and community: New forms of interaction among people and places. *American Behavioral Scientist*, 53(8), 1194-1207.

Recommended Readings:

Howard, P. N., & Jones, S. (Eds.). (2004). *Society online: The Internet in context*. Thousand Oaks, CA: Sage.

Mattelart, A. (2003). *The information society: An introduction* (S. G. Taponier & J. A. Cohen, Trans.). Thousand Oaks, CA: Sage.

Shyles, L. (2003). *Deciphering cyberspace: Making the most of digital communication technology*. Thousand Oaks, CA: Sage.

Bakardjieva, M. (2005). *Internet society: The Internet in everyday life*. Thousand Oaks, CA: Sage.

Week 4: Networking

Meyrowitz, J. (1985). *No sense of place: The impact of electronic media on social behavior* (1st ed., Part II, pp. 69-125). New York: Oxford University Press.

Granovetter, M. (1983). The strength of weak ties: A network theory revisited. *Sociological Theory*, 1, 201-233.

Berners-Lee, T. (1999). Web of people (chapter 10). In *Weaving the web: The original design and ultimate destiny of the World Wide Web by its inventor* (pp. 123-141). San Francisco, CA: Harper San Francisco.

Papacharissi, Z. (2009). Virtual geographies of social networks: A comparative analysis of Facebook, LinkedIn and ASmallWorld. *New Media & Society*, 11(1&2): 199–220.

Carroll, J. M., et al. (2006). Social and civic participation in a community network. In R. Kraut, M. Brynin, & S. Kiesler (Eds.), *Computers, phones, and the Internet: Domesticating information technology* (pp. 168-181). New York: Oxford University Press.

Recommended Readings:

Granovetter, M. (1973). The strength of weak ties. *The American Journal of Sociology*, 78(6), 1360-1380.

Milgram, S. (1967, May). The small-world problem. *Psychology Today*, 1, 61-67.

Berners-Lee, T. (1999). Weaving the web (chapter 14). In *Weaving the web: The original design and ultimate destiny of the World Wide Web by its inventor* (pp. 199-209). San Francisco, CA: Harper San Francisco.

Week 5: Socialization

Meyrowitz, J. (1985). The blurring of childhood and adulthood. In *No sense of place: The impact of electronic media on social behavior* (1st ed., Chapter 13, pp. 226-267). New York: Oxford University Press.

Meyrowitz, J. (1985). New ways of becoming. In *No sense of place: The impact of electronic media on social behavior* (1st ed., Chapter 9, pp. 150-159). New York: Oxford University Press.

Tapscott, D. (1998). The culture of interaction. In *Growing up digital: The rise of the Net generation* (pp. 55-84). New York: McGraw-Hill.

Harris, R. J. (1999). Prosocial media: Helpful media helping people. In *A cognitive psychology of mass communication* (3rd ed., chapter 11, pp. 233-250). Hillsdale, NJ: Lawrence Erlbaum.

Gerbner, G. (2002). The electronic church in American culture. In M. Morgan (Ed.), *Against the mainstream: The selected works of George Gerbner* (pp. 387-390). New York: Peter Lang.

Holt, T. J. (2010). Examining the role of technology in the formation of deviant subcultures. *Social Science Computer Review*, 28(4), 466-481.

Recommended Readings:

Tapscott, D. (1998). The Net generation. In *Growing up digital: The rise of the Net generation* (pp. 35-54). New York: McGraw-Hill.

Griswold, W., & Wright, N. (2004). Wired and well read. In P. N. Howard & S. Jones (Eds.), *Society online: The Internet in context* (pp. 201-222). Thousand Oaks, CA: Sage.

Howard, P. N., & Jones, S. (Eds.). (2004). *Society online: The Internet in context* (Part IV, Culture and socialization online). Thousand Oaks, CA: Sage.

Week 6: Identity

Meyrowitz, J. (1985). *No sense of place: The impact of electronic media on social behavior* (1st ed., pp. 127-225). New York: Oxford University Press.

Meyrowitz, J. (1985). Political rituals as political reality. In *No sense of place: The impact of electronic media on social behavior* (1st ed., pp. 276-287). New York: Oxford University Press.

Lindlof, T. R. (1996). No more secrets: A retrospective essay on Joshua Meyrowitz's No Sense of Place. *Journal of Broadcasting & Electronic Media*, 40(4), 589-596.

Meyrowitz, J. (2005). The rise of glocality: New senses of place and identity in the global village. In K. Nyiri (Ed.), *A sense of place: The global and the local in mobile communication* (pp. 21-30). Vienna: Passagen Verlag.

MacDougall, R. (2005). Identity, electronic ethos, and blogs: A technologic analysis of symbolic exchange on the new news medium. *American Behavioral Scientist*, 49(4), 575-599.

Marshall, P. D. (2010). The promotion and presentation of the self: Celebrity as marker of presentational media. *Celebrity Studies*, 1(1), 35-48.

Recommended Readings:

Howard, P. N., & Jones, S. (Eds.). (2004). *Society online: The Internet in context*. Thousand Oaks, CA: Sage.

Norris, P. (2004). The bridging and bonding role of online communities. In P. N. Howard & S. Jones (Eds.), *Society online: The Internet in context* (pp. 31-42). Thousand Oaks, CA: Sage.

Wood, A., & Smith, M. J. (2005). *Online communication: Linking technology, identity, & culture* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Week 7: Entertainment

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York: Penguin Books.

Burgess, J., & Green, J. (2009). YouTube's cultural politics (pp. 75-99). In *YouTube: Online video and participatory culture*. Cambridge, MA: Polity.

Sayre, S., & King, C. (2010). Understanding entertainment audiences. In *Entertainment and society: Influences, impacts, and innovations* (2nd ed., pp. 49-79). New York: Routledge.

Gerbner, G. (2002). 'Miracles' of communication technology. In M. Morgan (Ed.), *Against the mainstream: The selected works of George Gerbner* (pp. 416-424). New York: Peter Lang.

Calleja, G (2010). Digital games and escapism. *Games and Culture*, 5(4), 335-353.

Recommended Readings:

Zillmann, D., & Vorderer, P. (2000). *Media entertainment*. Mahwah, NJ: Lawrence Erlbaum.

Rowe, D. C. (2004). *Sport, culture and the media*. Maidenhead, Berkshire, UK: Open University Press.

Shrum, L. J. (2004). *The psychology of entertainment media: Blurring the lines between entertainment and persuasion*. Mahwah, NJ: Lawrence Erlbaum.

Week 8: Globalization

McQuail, D. (1994). Globalization of culture. In *Mass communication theory: An introduction* (3rd ed., pp. 111-118). London: Sage.

Khaibany, G. (2003). Globalization and Internet: Myths and realities. In D. Ward (Ed.), *Impact of new technology on the traditional media: Trends in communication* (Special issue), 11(2). Mahwah, NJ: Lawrence Erlbaum.

Shah, N. (2008). From global village to global marketplace: Metaphorical descriptions of the global Internet. *International Journal of Media and Cultural Politics*, 4(1), 9-26.

Bradshaw, P. (2009). Wiki journalism. In S. Allan & E. Thorsen (Eds.), *Citizen journalism: Global perspectives* (pp. 243-254). New York: Peter Lang.

Recommended Readings:

Anthony Giddens and Will Hutton in conversation. In W. Hutton & A. Giddens (Eds.), *Global capitalism* (pp. 1-50). New York: The New Press.

Rojas, V., Straubhaar, J., Roychowdhury, D., & Okur, O. (2004). Communities, cultural capital, and the digital divide. In E. P. Bucy & J. E. Newhagen (Eds.), *Media access: Social and psychological dimensions of new technology use* (pp. 107-130). Mahwah, NJ: Lawrence Erlbaum.

Week 9: Continuity & Change

Meyrowitz, J. (1985). Where have we been, where are we going? In *No sense of place: The impact of electronic media on social behavior* (1st ed., Chapter 15, pp. 307-329). New York: Oxford University Press.

Jenkins, H., & Deuze, M. (2008). Convergent culture. *Convergence: The International Journal of Research into New Media Technologies*, 14(1), 5-12.

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

Rheingold, H. (2008). Using participatory media and public voice to encourage civic engagement. In W. L. Bennett (Ed.), *Civic life online: Learning how digital media can engage youth* (pp. 97–118). Cambridge, MA: MIT Press.

Literat, I. (2012, May). The work of art in the age of digital participation: Theorizing crowdsourced art. Paper presented at the annual conference of the International Communication Association. Phoenix, AZ.

Recommended Readings:

Gerbner, G. (2002). An interview with Professor George Gerbner. In M. Morgan (Ed.), *Against the mainstream: The selected works of George Gerbner* (pp. 492-499). New York: Peter Lang.

Meyrowitz, J. (2003). Canonic anti-text: Marshall McLuhan's Understanding Media. In E. Katz, J. D. Peters, T. Liebes, & A. Orloff (Eds.), *Canonic texts in media research: Are there any? Should there be? How about these?* (pp. 191-212). Cambridge, UK: Polity.

O'Reilly, T. (2005). *What is Web 2.0: Design patterns and business models for the next generation of software*. Retrieved from <http://oreilly.com/web2/archive/what-is-web-20.html>

Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York: New York University Press.

Garrison, B., & Dupagne, M. (2003, November). *A case study of media convergence at Media General's Tampa News Center*. A paper presented at the Expanding Convergence: Media Use in a Changing Information Environment Conference, University of South Carolina, Columbia, SC.

Appendix A

ONLINE DISCUSSION PARTICIPATION RUBRIC

Criteria	Full Points	Partial Points	No Points
Timeliness, Length and Frequency of Posts	Student submits at least 1 initial posting of 250-300 words and 5 responses to classmates (in 75-150 words each) within the deadline for the learning unit.	Student submits 1 (or no) initial posting within the deadline for the learning unit, and posts less than 5 (or no) follow-up responses to others.	Student does not participate in the discussion within the deadline for the learning unit.
Relevancy and Completeness	Student's posting thoroughly addresses key aspects of the issue; student's responses to classmates directly address their postings with augmentation, correction, challenges, and/or insightful questions.	Student's posting addresses some of the aspects of the issue, but is incomplete or off-topic; responses to others are partially supported, or only express agreement, disagreement, or encouragement.	Student's posting is off-topic and/or does not address the issue; student's responses are "me too's" or simply encouragement of others.
Content Contribution	Student makes a meaningful, reflective, and substantive contribution to the course knowledge base, builds on previous posts, and advances the discussion.	Student posts lacks full development of thought, repeats but does not add substantive information to the discussion.	Student posts information that is off-topic, inaccurate or irrelevant; contains multiple errors.
References and Support	Student includes references to course readings, literature, or personal experience to support arguments and/or comments.	Uses personal experience, but does not incorporate references to readings or research.	Includes no references or supporting experience.
Contribution to the Learning Community	Student's postings go beyond the assigned readings to add insight from other classes, outside readings, personal experience or research. Student's responses to classmates support their pursuit of knowledge, are respectful and encouraging, even when providing correction or raising counter-arguments.	Student's postings add to the class discussion through information taken from personal experience and general understanding of course readings. Student's responses to others are polite.	Student's postings show disrespect for other class members, insult classmates or their opinions.

Appendix B

RUBRIC FOR WRITING ASSIGNMENTS

Criteria	Excellent	Good	Needs Improvement
<p>Content The paper includes a clear purpose statement. It addresses all requirements of the assignment. The paper accomplishes its goal and demonstrates critical thinking.</p>			
<p>Organization There is an introduction, body, and conclusion. The paper is clear, logical, and easy to follow.</p>			
<p>Research The paper integrates references to scholarly sources that support (or contradict) the main points. Wikipedia and .com websites are not included. Research is current within the last 10 years.</p>			
<p>Mechanics Sentences are clear, structured, and varied in length. Transitions maintain the flow of thought. Language is inclusive. Rules of grammar are followed. Spelling is correct.</p>			
<p>Style APA (American Psychological Association) style for title page, headings, margins, pagination, and fonts is used throughout the paper. The paper includes a reference page in APA format and an abstract. Direct quotes include an APA citation with corresponding page number(s).</p>			