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

<table>
<thead>
<tr>
<th>Weekly Reading Critiques</th>
<th>16 pts</th>
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<tr>
<td>(1 single-spaced page, 8 critiques total, due every Monday, 9 pm)</td>
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<tr>
<th>Class Discussion and Reflection</th>
<th>22 pts</th>
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<td>(11 discussions total, due every Monday, 9 pm)</td>
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<tr>
<th>Annotated Bibliography (12 items, due 10/13, 9 pm)</th>
<th>5 pts</th>
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<tr>
<th>Peer Review of Research Paper Draft (due 11/17, 9 pm)</th>
<th>5 pts</th>
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<tr>
<th>Research Paper (topic proposal, abstract, first draft, final 15-20 page paper, due 12/8, 9 pm)</th>
<th>52 pts</th>
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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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course Topic</th>
<th>Course Content, Assignments &amp; Due Dates</th>
<th>EIA*</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Introduction to the Course</td>
<td>Introduce Yourself, due Friday 8/29&lt;br&gt;Learn course requirements, course structure, and policies&lt;br&gt;Classroom Survey, due Friday 9/1&lt;br&gt;Discussion &amp; Reflection: Definitions, due Monday 9/1 and 9/8</td>
<td>.5 hour</td>
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<td>2</td>
<td>9/1</td>
<td>Functions of Communication</td>
<td>Week 2 Reading Critique, due Monday 9/1&lt;br&gt;Review online course materials/videos&lt;br&gt;Discussion &amp; Reflection: Functions of Communication, due Monday 9/1 and 9/8</td>
<td>1 hour</td>
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<td>3</td>
<td>9/8</td>
<td>Information</td>
<td>Week 3 Reading Critique, due Monday 9/8&lt;br&gt;Review online course materials/videos&lt;br&gt;Discussion &amp; Reflection: Information, due Mon. 9/8 and 9/15</td>
<td>1 hour</td>
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<td>4</td>
<td>9/15</td>
<td>Networking</td>
<td>Week 4 Reading Critique, due Monday 9/15&lt;br&gt;Review online course materials/videos&lt;br&gt;Discussion &amp; Reflection: Networking, due Mon. 9/15 &amp; 9/22</td>
<td>1 hour</td>
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<td>5</td>
<td>9/22</td>
<td>Socialization</td>
<td>Week 5 Reading Critique, due Monday 9/22&lt;br&gt;Review online course materials/videos&lt;br&gt;Locate, organize, and share relevant online resources&lt;br&gt;Discussion &amp; Reflection: Socialization, due Mon. 9/22 &amp; 9/29</td>
<td>1 hour</td>
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<td>6</td>
<td>9/29</td>
<td>Identity</td>
<td>Topic Proposal due Monday 9/29&lt;br&gt;Week 6 Reading Critique, due Monday 9/29&lt;br&gt;Review online course materials/videos&lt;br&gt;Discussion &amp; Reflection: Identity, due Mon. 9/29 and 10/6</td>
<td>1 hour</td>
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<td>1.5 hrs</td>
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<td>7</td>
<td>10/6</td>
<td>Entertainment</td>
<td>Abstract due Monday 10/6&lt;br&gt;Week 7 Reading Critique, due Monday 10/6&lt;br&gt;Review online course materials/videos/podcasts&lt;br&gt;Discussion &amp; Reflection: Entertainment, Mon. 10/6 &amp; 10/13</td>
<td>1 hour</td>
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<td>1.5 hrs</td>
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<td>8</td>
<td>10/13</td>
<td>Globalization</td>
<td>Annotated Bibliography due Monday 10/13&lt;br&gt;Week 8 Reading Critique, due Monday 10/13&lt;br&gt;Review online course materials/video&lt;br&gt;Discussion: Globalization, due Monday 10/13 and 10/20</td>
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<td>1.5 hrs</td>
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<td>9</td>
<td>10/20</td>
<td>Continuity &amp; Change</td>
<td>Week 9 Reading Critique, due Monday 10/20&lt;br&gt;Review online course materials/videos. Discussion &amp; Reflection: Continuity and Change, due Mon. 10/20 &amp; 10/27</td>
<td>1 hour</td>
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<td>11</td>
<td>11/3</td>
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<td>12</td>
<td>11/10</td>
<td>Research Paper Review</td>
<td>Peer Review of Research Paper Draft due Monday 11/17&lt;br&gt;Discussion &amp; Reflection: Peer Review Results, due Mon. 11/24 &amp; Mon. 12/1</td>
<td>.5 hour</td>
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<td>13</td>
<td>11/17</td>
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<td>1.5 hrs</td>
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<td>14</td>
<td>12/1</td>
<td>Research Paper Final</td>
<td>End-of-Course Student Evaluations&lt;br&gt;Research Paper due Monday 12/8, 9 pm</td>
<td>.5 hour</td>
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<td>15</td>
<td>12/8</td>
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*Equivalent Instructional Activities<br>Total EIA: 44 Hours
Detailed Reading Schedule

**Week 2: Functions of Communication**


Recommended Readings:


**Week 3: Information**


Recommended Readings:


**Week 4: Networking**


Recommended Readings:


**Week 5: Socialization**


Recommended Readings:


**Week 6: Identity**


Recommended Readings:


**Week 7: Entertainment**


**Recommended Readings:**


**Week 8: Globalization**


**Recommended Readings:**


**Week 9: Continuity & Change**


Recommended Readings:


# ONLINE DISCUSSION PARTICIPATION RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full Points</th>
<th>Partial Points</th>
<th>No Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Timeliness, Length and Frequency of Posts</strong></td>
<td>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.</td>
<td>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.</td>
<td>Student does not participate in the discussion within the deadline for the learning unit.</td>
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<tr>
<td><strong>Relevancy and Completeness</strong></td>
<td>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.</td>
<td>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.</td>
<td>Student's posting is off-topic and/or does not address the issue; student’s responses are &quot;me too’s&quot; or simply encouragement of others.</td>
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<tr>
<td><strong>Content Contribution</strong></td>
<td>Student makes a meaningful, reflective, and substantive contribution to the course knowledge base, builds on previous posts, and advances the discussion.</td>
<td>Student posts lacks full development of thought, repeats but does not add substantive information to the discussion.</td>
<td>Student posts information that is off-topic, inaccurate or irrelevant; contains multiple errors.</td>
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<tr>
<td><strong>References and Support</strong></td>
<td>Student includes references to course readings, literature, or personal experience to support arguments and/or comments.</td>
<td>Uses personal experience, but does not incorporate references to readings or research.</td>
<td>Includes no references or supporting experience.</td>
</tr>
<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>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.</td>
<td>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.</td>
<td>Student's postings show disrespect for other class members, insult classmates or their opinions.</td>
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</table>
## RUBRIC FOR WRITING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>The paper includes a clear purpose statement. It addresses all requirements of the assignment. The paper accomplishes its goal and demonstrates critical thinking.</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>There is an introduction, body, and conclusion. The paper is clear, logical, and easy to follow.</td>
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<td><strong>Research</strong></td>
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<td>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.</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Style</strong></td>
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<tr>
<td>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).</td>
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