

St. Edward's University
Office of Adult and Continuing Studies
Communication, Leadership, and Technology
LDCM 4320A.01
Summer 2017 -- July 10, 2017 - August 19, 2017

Welcome to Communication, Leadership, and Technology. The topic for this course is Computer Mediated Communication. I am looking forward to facilitating this course and getting to know each of you in our time together.

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(hint: if you click on the #, it will jump you to the desired section.)

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About your Instructor:

Instructor: Michelle Read, PhD
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Office Hours: Office hours are upon request and will be held in Zoom:
<https://txstate.zoom.us/my/michelleread>
Email: michr@stedwards.edu

Course Description:

This course introduces students to theories, practices, and evaluations, resulting from the study and use of technology in personal and organizational communication. Topics include computer-mediated communication and collaboration, impact of electronic communication, World Wide Web concepts, critical analysis, ethics, and intellectual property (copyrights).

Course Topics:

Module 1: Course Intro	Module 4: CMC Collaboration
Module 2: CMC Overview	Module 5: CMC Psychology
Module 3: Privacy & Trust	Module 6: Social Media in Business & Collaboration

Course Navigation:

The **two most important places to check for information is this syllabus for general course information and due dates and the Modules tab** in our Canvas Course. Under the Modules tab, you will find each of the six main topics we will be studying along with a section for the Team Project tasks. **Each reading/video/activity is added to the Module sections in the order that they should be completed.** With the exception of some headers, every line of text is a link that takes you directly to the resource or activity where further directions for completing the task are given. Next and Back buttons at the bottom of these pages allow easy navigation through the modules.

Course Goal:

The overarching goals of this class are to prepare leaders in various fields to **a) experience virtual communication and collaboration; b) to identify various types of electronic and web-based tools for conducting these tasks; and c) to effectively evaluate and recommend tools of these types for their business communication and collaboration needs.**

Course Objectives:

After your participation in the learning activities, you will be able to:

- Identify and define basic views, theories, and contemporary issues concerning computer-mediated communication in organizational settings.
 - Compare and contrast communication in face-to-face versus online communication.
 - Define Netiquette.
 - Identify examples of poor Netiquette.
 - Apply knowledge of Netiquette concepts throughout course communication.
 - Synthesize information regarding increasing numbers of online users through various applications, such as Facebook, and the potential impact of increased use on society.
 - Evaluate issues related to Cyberbullying and the law.
 - Analyze self through personal, private, and online identities.
 - Analyze/Evaluate issues related to online identity and professionals.
 - Evaluate the effectiveness of social networking websites for business purposes such as professional networking, referring, marketing, etc.
 - Research, analyze, synthesize, and/or evaluate issues of interest related to computer-mediated technology.

- Identify, explain, and use several technologies (e.g., email, discussion boards or forums, collaborative spaces (Google, Prezi), chat, video-conferencing, wikis, blogs, journals, micro-blogs, social media) used to facilitate communication and collaborate on projects in work settings.
 - Use social media (microblogs) outlets to generate connections and discussion on various topics.
 - Use an online journal for private (between student & instructor only) reflection and note-taking throughout the course.
 - Use discussions boards, blogs, and social media for classroom discussion.
 - Use video-conferencing tools for synchronous meetings.
 - Use Email for basic communications.
 - Use collaborative spaces (wikis, Google, Prezi) for the development of teamwork.
 - Use online calendars and scheduling apps for project planning.
 - Use Google Docs for team collaboration during team research project.
 - Use Prezi for team collaboration during team research project.
 - Use LinkedIn to begin building a professional network.
 - Use Hootsuite to manage your primary social media accounts.
- Evaluate various forms of computer-mediated communication and collaboration and their effective uses for business purposes.
- Identify and define processes, problems, and advantages associated with the use of communication technology in an organizational setting.
 - Compare advantages and disadvantages of synchronous versus asynchronous online activity.
 - Define and Identify phishing attacks.
 - Evaluate websites for trustworthiness & accuracy
 - Recall knowledge of basic copyright laws and fair use
 - Apply knowledge of copyright laws to identify examples of copyright infringement and fair use.
 - Analyze/Evaluate issues related to online trust and advertising.

Required Texts/Materials:

No required textbook. This field is constantly changing and therefore reading research journals and web articles/sites will provide us with the most recent information in CMC.

However, if you do not already have one or cannot borrow one, you should purchase a **USB headphone/mic set**. Alternatively, you could try using your cell phone's microphone/ear bud set. Be sure to test whichever you plan to use at:

http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm

Feel free to shop around for the best prices, **but our first meeting will be in the second week of class!** You should also use them to meet with your partners during team group work.

https://www.amazon.com/Logitech-ClearChat-Cancelling-Microphone-Headphones/dp/B000UXZQ42/ref=sr_1_2?ie=UTF8&qid=1499284348&sr=8-2&keywords=Logitech+headphones



Required Communication:

- The **General Forums** should be an area for posting questions you believe will most likely also affect or be applicable to other students as well as yourself. In this way, students may answer each other's questions before the instructor has had a chance to read it.
- **Email** will typically be reserved for personal, individualized communication between a student and the instructor.
- Canvas **built-in messaging** will typically be reserved for personal, individualized communication OR communication between a limited number of students.
- Canvas **Announcements** will be used for whole group messages from the instructor.

Important: Please keep in mind that all official correspondence will be done via St. Edward's Email and the Canvas messaging system and/or Announcements feature. The Canvas messaging system/Announcements and even forum posts can each easily be setup to send notifications to your St. Edward's Email or Gmail account. Likewise, St. Edward's email can be forwarded to Gmail to reduce the number of locations to check. Because of the short duration and intensity of this class, **it is your responsibility to check your email and the course daily.**

Course Requirements:

Students must check their email and the communications board/Announcements in Canvas daily and have regular access to the Internet, knowledge of how to conduct WWW and database research, proficiency in word processing, and a working knowledge and ability to use Canvas on at least 3 different days each week. In addition:

- Students will need to create a Google account.
- Students will need to create a Twitter account.
- Students will need to create a LinkedIn account.
- Students will need to create a Hootsuite account.
- Students will need to create Facebook account.
- Students will need to create a Penzu (online Journal) account.
- Students will need to create a Blogger space (uses Google/gmail account.)
- Students **should have access to Ethernet** and **must have a headphone/mic set**. While Ethernet is not required, it often leads to better virtual meeting experiences. Many people believe they do not have Ethernet connector in their house any more. Check your provider's router box. Often, there are open Ethernet ports on the back of the box. Do not try to use your cell phone data connections.

Attendance:

In online settings, members can be "***in attendance***" one of two ways: synchronously or asynchronously. Primarily, we meet asynchronously, meaning not at the same time. There will be one synchronous meeting via Zoom, a web-based video collaboration tool, to be scheduled as a group at the beginning of the course. Attendance is required. If an emergency comes up, or you absolutely cannot attend due to work or other school commitments, please contact me before the meeting. We will use a Doodle scheduling app to schedule this event as a group—look for the link in Canvas.

Attendance is based on participation on different days, and is taken by looking at posting dates and the Canvas reports that tell me when you logged on and how long you were on and where you navigated. Regarding discussions, the hope is that you will engage in discussion with your peers around the given topics, which should lead to more postings on additional days, not just the minimum required. **Those who engage in discussion such as responding to more than the minimum number of required peers, and/or who answer questions posed of them, etc. often earn bonus points for advancing the discussion further. Look at the rubric for more information on how these are graded.**

Please note: By the 4th week of class, if you are out of attendance for more than one week, you may be ***withdrawn due to absences or receive an***

“F” depending on your current status in class and circumstances. Since a W/A will not be assigned automatically, you are responsible for dropping the course to avoid an F. You are responsible for the material presented in Canvas and any assignments that are due.

Participation:

- All students will be responsible for participating in weekly discussions posted in Canvas in addition to other activities, including Module related Tweets.
- Additionally, all students will be required to attend 1 virtual meeting session at the end of the first week/beginning of the second week. This opportunity will be used to get to know each other better, discuss the syllabus and any other topics of interest. We will schedule this together using a Doodle poll. Look for the link in Canvas on the first day of class. ****Note: This experience is best when participants are connected via Ethernet rather than wireless, and when they are using a USB headphone/mic set.***
- ***Class participation is different from attendance.*** Quality interactions are key to building a sense of “community” online. You are expected to contribute each week to the **discussions** in a substantive way at least **two** days each week, unless otherwise noted.
- You can **choose** which days of the week you will participate while meeting final due dates.
- The time you spend actively participating (reading and responding to peers) in discussion should be equivalent to the time you would spend seated in a 3-hr traditional class each week.
- The time you will spend on assignments (such as reading and group tasks) is **in addition to** the 3 hours weekly.
- Both quantity and quality are considered when assessing your participation. The criteria for your grades are listed in the provided rubrics.
- Weekly reading assignments need to be read prior to discussion. Please come to the discussion forum with an understanding of the required material. Your understanding should become clarified **through** discussion, not to be **based on** discussion.

Assignments and estimated times:

While many of the assignments in this course are individual in nature, the major project is a team-based one that provides you with experience communicating and collaborating in a virtual space similarly to what many businesses now do in an effort to reduce traffic costs and employ others remotely. The 10 tasks associated with this assignment are described on the Team Project Info page in our course site. I encourage you and your team to begin working on this as soon as possible.

Brainstorming and group formation will take place at our synchronous online video-conferencing meeting during the 2nd week of class.

Equals a total of ~135 hrs, the equivalent to a full semester f2f (face-to-face) course. **On average, you will spend 6-9 hours per week on independent work and discussion.**

- The bulk of your grade will be determined from weekly discussions and reflections. Guidelines for participation and grading can be found in Canvas. These may occur in blogs, discussion board forums, wikis, and/or social media group pages.
 - Weekly readings and lectures (PowerPoint) and/or videos, websites, etc. (~3 hrs./week)
 - Initial reflections to readings with accompanying citations are due by Friday of any given week by 11:59 p.m. See Discussion Rubrics at the discussion sites for expectations. (~2 hr./week)
 - In Module 1 there is only one discussion thread, worth 50 points.
 - In Modules 2 and 6 there will be two shorter discussion threads, each worth 50 points.
 - Singular, longer discussions will be utilized in modules 3 and 5, worth 100 points.
 - The two additional responses to your peers are due later in the week (see course schedule below) at 11:59 p.m. **Additional responses are allowed and encouraged and often receive extra points.** See Discussion Rubrics at the assignment sites for expectations. (~3 hrs./week)
 - Module Twitter Tweets and LinkedIn posts (Should be done via Hootsuite)—Tweet/Post at least 2 relevant messages (often shared citations from reflections) using the hashtag **#LDCM4320Fa17** for Twitter per module. A feed of the Twitter tweets appears on our course homepage. However, some limitations in the way Twitter indexes its search may make your tweet not appear immediately or at all. Therefore, you will submit screenshots of your weekly tweets/posts each week. These must be submitted in .png, .gif, or .jpeg (.jpg) only in order for me to be able to view them. Additional points can be earned at the end of the semester for extra tweets posted throughout the semester.
 - Module Notes-Each week you will write reflective notes on the module topic in your online journal. You will submit post specific URLs each week. (~1-2 hrs/week)
- ****Each student team and its members will be responsible for (~65 hrs):**
 - Meeting (virtually only) and organizing, planning ~ 6 hrs.
 - Written communication between team members ~ 3 hrs.
 - Research ~ 15 hrs.
 - Writing a special topic paper in Googledocs, ~ 12 hrs.
 - Completing preparation for the work in wikis (3 pages), ~5 hrs.

- Creating a corresponding presentation using Prezi, or some other online presentation approved by me. ~15 hrs.
- Peer/Self Evaluations ~ .5 hr.
- Review/Respond/Reply to others' projects – 3 hours.

****See Team Project Info in Canvas for a full description of the various tasks related to the project.**

- Additional (~ 8 to 10 hrs.):
 - Synchronous meeting in Zoom (including setup; instructions at site) Link to come. ~ 1.5 hr. (date TBA)
 - Tutorials (Canvas navigation, Google, Prezi) ~2 hrs.
 - Setup accounts (Google, Prezi, Facebook, Twitter, Blogger, Penzu, LinkedIn, Hootsuite) ~1hr.
 - Initial/Final reflection (Online journal)~ 2 hrs.
 - Mini tool evaluation surveys (Google Form) ~1.5 hr.

Assignment Submissions:

As noted earlier, under the Modules tab in our course site, you will find links to each reading or video source, assignments and/or quiz. Assignments can be turned in in one of 3 ways:

- By direct text input. (It is always a good idea however, to type in MS Word or Google Docs first and then copy/paste. The formatting may not transfer, but it will save you frustration should the unthinkable happen—your server connection is severed while you are typing.
- By URL. You will submit a URL to follow to see your assignment.
- By file. These may be screenshots of your work or an actual file such as a MS Word document (.doc or .docx) or .pdf. All submitted files must include your last name and first initial appended to the beginning of the file name. For example: **“readmKWL.pdf.”**

Assignment Grading:

Main assignments and discussions have rubrics or checklists to help you predict the grade you will receive. It is always a good idea to use the rubric/checklist as a guide while you complete the assignment. These documents are linked to at each assignment.

General Module Journal reflections do not have rubrics/guidelines. These are your own notes/reflections on what you have learned. However, it is expected that they will be substantive. Module Tweets also do not have rubrics. These and many of the Additional assignments noted above are all or nothing grades—complete (100) or incomplete (0). Finally, there are a few items that are simply administrative and not worth points at all, such as asking to join our group on Facebook.

Late Assignments:

Because of the fast pace and intensity of this class, it is imperative that discussions/assignments are completed on time. Make a contingency plan to get the work done ahead of time, especially if you only have access to one computer and Internet connection. In the event of an emergency or health issue, you must notify me before the work is due to negotiate an alternative. I will evaluate each case on its own merit. Even approved late work may be penalized by a deduction. I will accept no late work that has not been approved by me before the deadline date. ***It is most critical to complete work that others in the class are depending and waiting on you to do, so they can move on with their work (e.g., any team/partner assignments; initial reflections to discussions.)***

SPECIAL NOTES:

- Always BACKUP copies of your work. When responding to a question In Canvas first compose your response in MS Word – you can edit more easily, spell-check and save the file. Copy your text from MS Word and paste. Do NOT attach your response.
- Have a backup plan for times when the technology fails. A coffee shop, a neighbor's computer...
- Always use software like Norton Antivirus to protect your work from virus and/or corruption.

Academic Honesty:

Unless otherwise specified, it is expected that all coursework represent only your efforts, not those of a group of peers, hired tutors, or other plagiarized material. In its broadest sense, academic dishonesty is defined as representing some other person's work as you own. Students are expected to do their OWN work on all quizzes, exams, and assignments. When evidence of academic dishonesty exists, all those involved may receive an "F" for the course.

The St. Edward's University Undergraduate Bulletin and the Student Handbook state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the Undergraduate Bulletin and in the Student Handbook.

Withdrawal:

Although the instructor has the prerogative to withdraw students for excessive absences, lack of progress, or academic dishonesty he is under no obligation to do so. It is the responsibility of the student and not the responsibility of the instructor to initiate

all withdrawal proceedings. If the student fails to complete the course work and/or has excessive absences a grade of "F" will normally be assigned.

Learning Considerations:

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible. You will first need to provide documentation of your disability to the Student Disability Services Office located in Moody Hall 155 in Academic Planning and Support.

APSS:

Academic Planning and Support Services wants each student to perform to the best of their ability academically. To assist students in their efforts, APSS offers individual academic counseling appointments. These meetings can allow for discussion of the structured academic skills training in such topics as time management, reading skills, goal setting, test preparation, etc. All St. Edward's students are encouraged to utilize these appointments through their entire college career. By doing so, you are increasing your chances of doing well not only in this course, but in your overall experience here at the University. To make an appointment, call APSS at 448-8660 or stop by Moody Hall 155.

Technology Assistance:

If you need technology assistance, please visit the Computer Help Desk. Information on how/when to contact them are located here: <http://think.stedwards.edu/computerhelp/> .

St. Edward's technology policy:

Check out students' responsibilities and rights for using technology resources:

<http://think.stedwards.edu/informationtechnology/technologyandinformationpolicy>

Final Course Grade Determination:

Bio Posted – blogs 5%

Initial Course Reflection— Journal - 5%

Participation in mandatory synchronous meetings/activity—5%

Course Discussion Questions—forums, wikis, blogs, or social media group page - 35%

Team tasks: outline and plan of work - wiki - 10%

Tutorials & Tool Evaluation Surveys – 5%

Module Journal Notes/Twitter and LinkedIn participation - 5%

Team Tasks: Paper and Presentation & Discussion + self/peer evaluations - 25%

Final Course Reflection – Journal – 5%

Final letter grades are as follows: 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59-0=F.

In this course, a grade of “C” indicates average work, “B” indicates above average work, and “A” indicates superior work. Conversely, a “D” represents below average work, and an “F” indicates unsatisfactory work.

Assignment/Due Dates:

Initial reflections to readings, videos, etc., are due on **Fridays** and everything else is due on **Mondays** in any given module week (which runs from **Tuesday to Monday at 11:59 pm.**)

You will need to find some time either on the weekend or on Monday to read peers' initial reflections and respond as instructed. Look to the Modules tab to access the materials you need for completing the assignments. Everything is due at **11:59 pm** on the due dates given.

***Note: You can use the checkboxes below to keep track of your completions.** Simply check inside the box. If you need to undo it, just click again. You can also note to yourself who/when you responded during discussions by clicking inside the box and typing their name and date. Of course, you could also just print it out and use a pencil too. 😊

Friday, July 14

- Doodle: Schedule our first synchronous meeting
- Course Prep Activities
- Syllabus Quiz/Learner Expectations Acknowledgement
- Did You Know? Reflection.
- Personal Bios--Blog

Monday, July 17

- Netiquette Quiz
- Phishing Quiz
- Journal: Initial Course Reflection
- Journal: Module 1 Notes
- Module 1: Twitter Tweets/LinkedIn posts
- Tool Eval: Doodle
- Tool Eval: Blog
- Did You Know? Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

- Personal Bios Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

Friday, July 21

- Module 2: Discussion A Initial Reflection
- Module 2: Discussion B Initial Reflection

Monday, July 24

- Module 2: Twitter Tweets/LinkedIn posts
- Journal: Module 2 notes
- Module 2 Discussion A Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

- Module 2 Discussion B Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

Friday, July 28

- Module 3 Initial Reflection

Monday, July 31

- Journal: Module 3 Notes
- Copyright Quiz
- Tool Eval: Discussion board/Forum
- Module 3: Twitter Tweets/LinkedIn posts
- Module 3 Discussion Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

Friday, August 4

*No discussion this week.

- TEAM TASK 2: Team Wiki
- TEAM TASK 3: Invite mread.steds@gmail.com to team Google Doc

Monday, August 7

- Module 4: Twitter Tweets/LinkedIn posts
- Journal: Module 4 Notes
- Prezi Tutorial
- Google Tutorial

Friday, August 11

- Module 5 Initial Reflection
- Request Facebook Account Entry to Course FB Page
- TEAM TASK 4: Invite mread.steds@gmail.com to team Prezi

Monday, August 14

- Journal: Module 5 Notes
- Google Docs Tool Eval
- Twitter Tool Eval
- LinkedIn Tool Eval
- Video Conferencing Tool Eval
- Prezi Tool Eval
- Hootsuite Tool Eval
- TEAM TASK 6: Team Paper with Prezi link DRAFT due.
- Module 5 Discussion Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

Wednesday, August 16

- TEAM TASK 7: Review each team's Team Paper with Prezi link DRAFT and provide suggestions for improvement and/or questions for presenters.
- Module 6 Discussion A Initial Reflection
- Module 6 Discussion B Initial Reflection

Saturday, August 19

- Journal Tool Eval
- Facebook Tool Eval
- Wiki Tool Eval
- Journal: Module 6 Notes
- Module 6: Twitter Tweets/LinkedIn posts
- Journal: Final Course Reflection
- TEAM TASK 8: ALL team members respond back to any comments/questions/suggestions left for Team Paper with Prezi link DRAFT.
- Module 6 Discussion A Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

- Module 6 Discussion B Responses to at least 2 peers:

Response #1: _____ Date: _____

Response #2: _____ Date: _____

- TEAM TASK 9: Submit FINAL products based on feedback from peers.
- TEAM TASK 10: Self-Peer Evals