This online course will survey major sections of the mass communication/mass media. Students enrolled in the course will begin to gain a subjective as well as an objective view of media. The course will question, criticize, explore, and evaluate the power, manipulation, and inner-workings of the field of media. The hope is that this course will assist students in the necessary process of filtering images, understanding media content, and becoming learned evaluators of this important cultural force. Students enrolled in the course will participate and engage by completing course readings; course assignments/projects, participating in online discussions and exercises, and completing two exams.

**COURSE OBJECTIVES**

- Obtain a basic level of competence concerning traditional mass media and emerging media
- Learn skills necessary for active participation in efforts to address problems facing media today
- Gain an appreciation for the contributions of mass media and emerging media to a global/modern society and popular culture
- Learn to intellectually criticize the negative outcomes and responses to media stimuli
- Learn to intellectually form and articulate positions as they relate to the field of mass media
- Develop an appreciation for the level of creativity and sophistication of contemporary mass media products
- Understand how popular culture is shaped, challenged, and directed by mass media and emerging media
- Understand the importance of media as a global social institution
- Gain an understanding of the importance of mass media and emerging media within various aspects of life
- Identify connections between major fields of study and the study of media content, ownership, economics and social power
- Acquire a fundamental understanding of media literacy and its importance in a contemporary world
### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Obtain a fundamental level of competence concerning traditional mass media and emerging media</th>
<th>Critical Thinking / Communication Skills</th>
<th>Assessed through essay questions on exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn skills necessary for active participation in efforts to address problems facing media today</td>
<td>Social Responsibility</td>
<td>Assessed through 2 - 3 page reflection</td>
</tr>
<tr>
<td>Gain an appreciation for the contributions of mass media and emerging media to a global/modern society and popular culture</td>
<td>Personal Responsibility</td>
<td>Assessed through 2 - 3 page essay and essay questions on exam</td>
</tr>
<tr>
<td>Learn to intellectually criticize the negative outcomes and responses to media stimuli</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 5 – 6 page case study</td>
</tr>
<tr>
<td>Learn to intellectually form and articulate positions as they relate to the field of mass media</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 5 – 6 page case study</td>
</tr>
<tr>
<td>Develop an appreciation for the level of creativity and sophistication of contemporary mass media and emerging media products</td>
<td>Personal Responsibility</td>
<td>Assessed through essay and objective questions on exams</td>
</tr>
<tr>
<td>Understand how popular culture is shaped, challenged, and directed by mass media and emerging media</td>
<td>Social / Personal Responsibility</td>
<td>Assessed through essay questions on exam and objective questions on exams</td>
</tr>
<tr>
<td>Understand the importance of media as a global social institution</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 2 page reflection and essay / objective questions on exams</td>
</tr>
<tr>
<td>Gain an understanding of the importance of mass media and emerging media within various aspects of life</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 2 page written report and objective questions on exams</td>
</tr>
<tr>
<td>Identify connections between major fields of study and the study of media content, ownership, economics and social power</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 5 – 6 page case study</td>
</tr>
<tr>
<td>Acquire a fundamental understanding of media literacy and its importance in a contemporary world</td>
<td>Critical Thinking / Communication Skills</td>
<td>Assessed through 2 page essay and essay questions on exams</td>
</tr>
</tbody>
</table>

---

*Please note that all assignments must be submitted by **11:50pm** at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
THECB CORE CURRICULUM OBJECTIVES

- Critical Thinking Skills (CT) - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication Skills (COM) - to include effective written, oral, and visual communication.
- Empirical and Quantitative Skills (EQS) - to include applications of scientific and mathematical concepts.
- Teamwork (TW) - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Social Responsibility (SR) - to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility (PR) - to include the ability to connect choices, actions and consequences to ethical decision-making.

COURSE REQUIREMENTS

1. **Please note:** Even though this is an online course, the lessons are set up to open as if they were a face-to-face course. If you've taken an online course in the past where you had one or two weeks to log in once to finish a unit, please understand that this is NOT that kind of class. You will be required to log in a minimum of 3 times a week. In addition, you will have a lecture for each topic during the semester, discussion forums, activities and/or assignments/projects with specified due dates. Check the schedule for due dates -- schedule is included in the syllabus.

2. Course material, projects, and assignments will be available to students on a weekly basis. This means that you have a limited amount of time to complete your projects and assignments after which period the material will no longer be accessible to students. Please pay careful attention to due dates because they vary for each assignment/project in the course.

3. The window for exams/discussion forums/ blogs etc. will be determined once we begin the course. Once determined the above course requirements have to be completed during that time frame specified. Please note that there will be no opportunities for make-up exams.

4. Please understand that students are responsible for keeping up with all due dates and related changes/updates in the course, including, but not limited to, date changes, test material and homework assignments.

5. Students enrolled must complete all assigned projects and take all exams unless otherwise noted.

6. Learn to develop intellectual opinions and speak up on discussion boards and blogs.

7. **THINK & BE OPEN MINDED! STUDENTS MUST TREAT PEERS WITH RESPECT!**

8. Understand that some of the course material is very honest. Additionally, if you are unable to listen to others' opinions about ideas and concepts you need to drop this course now. The course will NOT tell you what to think on the "gray" areas, however it will encourage you to think in a way that you, perhaps, have not done before.

---

*Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
**SCHOLASTIC DISHONESTY**

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. (2000-2001, CODE OF STUDENT LIFE, Rules, and Procedures for Students, West Texas A&M University).

**PS:** If you cheat in any way, shape or form in this course you will receive a final course grade of an “F”.

**DISABILITY STATEMENT**

West Texas A & M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required by equal educational opportunity. It is the student's responsibility to register with the Disability Support Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

**COPYRIGHT**

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are copyrighted by Dr. Osei-Hwere. No distribution is permitted without the express written consent of the author. Students are prohibited from selling, or being paid for taking notes during this course by any person or commercial firm without the express written permission of the professor. Dr. Osei-Hwere retains all oversight and ownership to all course materials and all original course content. Students who create course content, under Fair Use, that has a copyright, are to understand that they cannot use the content for any distribution (digital or otherwise), payment, or professional leverage of any kind. No material that holds a copyright may be posted on any electronic resume-hosting site (private or public). Students also need to understand that giving material, product, recordings, tapings, postings, or any other project materials to others for any purpose, is strictly prohibited.

**FACULTY ADOPTED “CLASSROOM” MANAGEMENT PROTOCOL**

Discussions are very important in this course. I expect you to participate in these discussions. Outside of that there are 3 simple rules:

a. Do not monopolize the discussion
b. Listen to others
c. Be graceful and respectful of other opinions

---

*Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
**ACCEPTABLE STUDENT BEHAVIOR**

“Classroom” behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

**OTHER TIPS FOR SUCCESS**

Any student experiencing personal (depression, anxiety, grief, etc.) and/or academic (test anxiety, deficit study skill, attention difficulties, etc.) issues should contact the office of Student Counseling Services (SCS) in the Student Success Center, CC 116 (tel. 651.2340). Enrolled students have paid for this service, in advance, through their Student Services Fee. Student Counseling Services can also provide a community referral if necessary.

**LECTURES AND ASSIGNMENTS**

⇒ The purpose of lectures and course notes are to provide additional material for the different topics we cover in this course. The purpose is not to repeat information. Please understand that if something is not in the lecture, it does not mean it is not important. Please read the course text to get the most out of discussions and assignments.

⇒ Projects and assignments CANNOT be made up in this course except in the case of documented illness, family emergency, university-sanctioned activities, or as otherwise approved by the instructor. Prior notification where possible enhances your credibility but does not replace required documentation.

⇒ Late assignments will not be accepted, if they are, it will only be at the discretion of Dr. Osei-Hwere.

**ASSIGNMENT GUIDELINES**

All assignments will have detailed guidelines which will be accessible in the “UNIT” folders and/or the “Assignment Information” folder under the lesson tab in WT class.

**DISCUSSION FORUM(S) GUIDELINES**

Students enrolled in this course are expected to post **one (1) substantive original post** in the main thread **and three (3) responses to three (3) other student’s submissions** on discussion forums.

Posts must be submitted on 3 different days minimum in order to receive credit. In other words, you cannot submit all posts/replies/responses on the same day.

You can only respond to students with less than three replies/responses. In other words if a student has received replies/responses from 3 other students, find another student with less responses to reply to.

---

*Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
**GRADING PHILOSOPHY**

Students along with instructor are responsible for success in this course. Dr. Osei-Hwere will help in every way she can but it is your responsibility to contact her with questions, concerns, or for assistance. Students are expected to keep up with the course readings, and be prepared to engage in discussions. Please note that contesting of grades can only happen at the time the grade was returned and not at the end of the semester. Please be aware that contesting of grades requires a full re-grading of your assignment, not just a portion of it, and has the same chance of going up as it does down.

**GRADING POLICIES**

Students get the grades they work for in this course. Grades will follow the grading scale listed below. There will be no free points, no free grade adjustments, and no lenience. Bear this in mind when you are working on assignments.

**“A” is for excellent work**
- All minimum requirements of assignment met and exceeded
- All criteria of the assignment are met and exceeded
- Writing shows analytical skill as well as factual knowledge
- Few or no technical errors (grammar, punctuation, spelling)
- Clear writing style

**“B” represents work that is above average**
- Minimum requirements of assignment met
- The topic is presented with details and specific examples
- The paper shows a good command of facts
- The writing is easy to read, ideas are clear and easy to follow
- Five or fewer technical errors
- Good writing style

**“C” represents average work**
- Paper meets most requirements of assignment
- Topic is unclear, no purpose to writing
- No or few specific examples used or used incorrectly
- Some factual errors
- More than five technical errors
- Poor writing style

---

**Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.**
“D” represents less than average work
  o Paper lacks several requirement of assignment
  o No reference to assignment topic and lack of meaning
  o Writing is very broad, no examples given for support
  o No thought apparent

**GRADING SCALE**

900 – 1000 =A    800 – 899 =B    700 – 799 =C    600 – 699 =D    599 & Below =F

If you are having difficulty with the course during the semester, you should consider dropping the course. But if you do decide to abandon the course, for whatever reason, you must actually withdraw from it. Do not ask for a "withdrawn--passing" grade at the end of the semester. Students missing grades for exams, projects, etc. with no indication that the course was officially dropped, will receive a failing grade for the course or grades matching their cumulative total.

If you procrastinate and end up with a bad grade, at the end of the semester don't ask for opportunities for additional points or extra consideration because the answer will be NO. If there has been a mistake in calculating your grades, you may feel free to contact the instructor, and it will be investigated. Finally, if you are having difficulty completing the course because of health problems (yours or that of close family members), or other personal matters, it is your responsibility to contact the instructor to discuss your options.

**PROJECTS/ASSIGNMENTS**

✓ Assignment 1 – Media Deprivation Report 100
✓ Assignment 2 – Editorial and Advertising Content Assignment Case Study 120
✓ Assignment 3 – Movies and Box Office Report 100
✓ Assignment 4 – "The Persuaders" Reflection 120
✓ Assignment 5 – Media Effects Case Study 200
✓ Assignment 6 – Minute papers and Discussion Boards/Forums 160

**EXAMS**

✓ EXAM 1 – Media Culture Books, Newspapers, Magazines, Radio & Television 100
✓ EXAM 2 – Movies and Music, Media Globalization, Media Effects, Advertising & PR 100

---

Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.
**WEEKLY COURSE SCHEDULE**

(Please note that schedule is subject to change - Students are responsible for keeping up with such changes)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **UNIT 1** | **MASS MEDIA AND THE CULTURAL LANDSCAPE**  
- Culture and Mass Communication  
- Processes of Communication  
- Media Literacy | Getting To Know You Forum  
UNIT Discussion Forum/Chapter Quiz  
Media Deprivation Assignment |
| | Readings: Chapter 1 of *Media and Culture* text | |
| **UNIT 2** | **INTERNET; DIGITAL MEDIA & CONVERGENCE**  
- Evolution of the Internet  
- Media Convergence  
- Economics of the Internet | Discussion Forum/Chapter Quiz  
Minute Paper 1 |
| | Readings: Chapter 1 of *Media and Culture* text book | |
| **UNIT 3** | **BOOKS AND THE POWER OF PRINT**  
- History of Books  
- Modern Publishing  
- Organization and Ownership | Discussion Forum/Chapter Quiz |
| | Readings: Chapter 9 of *Media and Culture* text book | |
| **UNIT 4** | **NEWSPAPERS: THE RISE AND DECLINE OF MODERN JOURNALISM**  
- Evolution of American Newspapers  
- Models of Print Journalism  
- Ownership and Business of Newspapers  
- Modern Challenges Facing Newspapers | Discussion Forum/Chapter Quiz  
Editorial and Advertising Content Case Study |
| | Readings: Chapter 7 of *Media and Culture* text book | |

*Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.
<table>
<thead>
<tr>
<th>UNIT 9</th>
<th>TELEVISION AND CABLE: THE POWER OF VISUAL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of Television and Cable</td>
</tr>
<tr>
<td></td>
<td>Programming Trends</td>
</tr>
<tr>
<td></td>
<td>Regulation of Television and Cable</td>
</tr>
<tr>
<td></td>
<td>Economics and Ownership of Television and Cable</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 5 of <em>Media and Culture</em> text book</td>
</tr>
<tr>
<td></td>
<td>Discussion Forum/Chapter Quiz</td>
</tr>
<tr>
<td></td>
<td>MCOM 1307 EXAM 1</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td></td>
<td>Covers the following chapters 1 - 3, 6 - 9 &amp; 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 10</th>
<th>ADVERTISING AND COMMERCIAL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of Advertising in America</td>
</tr>
<tr>
<td></td>
<td>Contemporary Advertising</td>
</tr>
<tr>
<td></td>
<td>Advertising, Politics and Democracy</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 10 of <em>Media and Culture</em> text book</td>
</tr>
<tr>
<td></td>
<td>Discussion Forum/Chapter Quiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 11</th>
<th>PUBLIC RELATIONS AND FRAMING THE MESSAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of Public Relations</td>
</tr>
<tr>
<td></td>
<td>Public Relations and the Press</td>
</tr>
<tr>
<td></td>
<td>Public Relations and Democracy</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 11 of <em>Media and Culture</em> text book</td>
</tr>
<tr>
<td></td>
<td>Discussion Forum/Chapter Quiz</td>
</tr>
<tr>
<td></td>
<td>“The Persuaders” Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 12</th>
<th>MEDIA EFFECTS AND CULTURAL APPROACHES TO RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media Research Methods</td>
</tr>
<tr>
<td></td>
<td>Media Effects Theories</td>
</tr>
<tr>
<td></td>
<td>Media Research and Democracy</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 14 of <em>Media and Culture</em> text book</td>
</tr>
<tr>
<td></td>
<td>Discussion Forum/Chapter Quiz</td>
</tr>
</tbody>
</table>
### UNIT 13: MEDIA ECONOMICS AND THE GLOBAL MARKET PLACE

- The Media Economy
- Global Markets
- Media Marketplace and Democracy

Readings: Chapter 12 of *Media and Culture* text book

- Discussion Forum/Chapter Quiz
- Media Effects Case Study

### UNIT 14: LEGAL CONTROLS AND FREEDOM OF EXPRESSION

- Free Expression and Free Press
- The First Amendment
- Media Expression in Print; Broadcast and on the Internet
- First Amendment and Democracy

Readings: Chapter 15 of *Media and Culture* text book

- Discussion Forum/Chapter Quiz

### UNIT 15: FINALS WEEK

#### MCOM 1307 EXAM 2

Exam 2
Covers the following chapters 4 & 5, 10 - 14 & 15

---

*Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.*
IMPORTANT POLICIES FOR ONLINE COURSE ENVIRONMENT

Substantive Participation/Postings: Participation is an important component of online course formats because it gives students an opportunity to get involved, share thoughts and opinions, and ask questions. Students come from different background educationally, professionally, and personally as a result each one of you brings something unique to our online discussions. I encourage you to interact with each other to make your educational experience that much more valuable.

Substantive posting means that students are expected to analyze and respond thoroughly to questions and comments from readings and posts by other students to discussion questions. Engaging in critical thinking dialogue is an excellent way to test theories and points of view as well as make the course engaging. It also creates opportunities for students to receive a good grade!

5 STEPS TO DEVELOPING A SUBSTANTIVE MESSAGE

Step 1 - Add value to the discussion: Please avoid messages that simply agree with the discussion. Common messages include:

• Great job!
• Totally agree!
• You nailed that point!
• Thank you!

These types of supportive comments are ALWAYS encouraged! However, these are not enough and will not count as legitimate and credit worthy responses. Students are encouraged to add value to the discussion, value that builds upon previous concepts in order to clarify a point.

For instance, if a previous message expresses a certain concept or viewpoint, can you add a real world example which illustrates this point? Another approach may be to introduce a related concept that you feel is under emphasized in the original post. Submissions add value when they inspire critical thinking by helping the group see the "bigger" picture.

Step 2 - Actively utilize course materials within discussions: As you consider discussion questions and others’ observations, can you identify where concepts from our readings would help support or clarify points made? Our goal in this course is to use readings, media experiences and other resources to help us understand the dynamics of the media industry. Help the group understand where certain concepts apply/don’t apply to the discussion at hand. Use course readings to support views and provide support beyond intuition.

Step 3 - Be creative: As you formulate your responses, give thoughtful attention to going beyond a simple agree/disagree perspective. Be bold! Explore where subtle points might be overlooked and bring those points out in your discussion. Bring in content from your research you feel really adds clarity to a point or issue.

Step 4 - Be descriptive: In commenting on other posts, explain why you agree or disagree with a particular point being expressed. If you agree, point out specific statements within the original post and then expand on

Please note that all assignments must be submitted by 11:50pm at the latest the day they are due. Late assignments will not be accepted. Due dates are listed in the weekly course schedule and the UNIT folders.
them with your own "spin" or example. If you disagree, point out other comments or information from course readings that will help further illustrate why the disagreement is appropriate.

**Step 5 - Plan your time effectively:** As we all know, we are not always at our best during certain times within the day. However, it is important that students don't wait until the last minute of the day to submit your posts. Try to find an ideal time that works for you.

**TIPS FOR SUCCESS**

We are all lifelong learners. No matter how experienced or well educated we become, there is always something new we can gain from each week's materials and discussions with the help of others enrolled in the course. We're here to share new discoveries and expand our skills. Keep your mind and eyes open to new ideas and thoughts.

**Plan Ahead:** Calendar the due dates for your reading and written assignments. Structure your time during the week so that you allow yourself time to read and digest written materials. Prepare each written assignment ahead of the due date, so that you have a day or so to get away from what you've written, then come back and re-read it. This technique will help you review every assignment before you hand it in. Don't let yourself get behind in your reading or written work. If you do, you'll find yourself racing to catch up during the remainder of the course, and you may not reach the finish line on time.

**Discussion Questions:** When you are assigned a Discussion Question to answer, please make sure you do just that - answer the question(s). Your answers should be based on the new material introduced during the current week, the materials you've learned thus far, as well as your own personal and professional experiences.

Discussion responses such as, "I don't know. I'm new at this." or "Gee, I guess this would be an important thing to do." will result in less points or no credit compared to thoughtful responses that demonstrate an understanding of the material and integrates your new knowledge with real-world experiences.

Think about the topic thoroughly before you post a response. Although our communication is in writing, we are “talking” to each other so create a conversation rather than worrying about being formal. Please make an effort to send messages that are readable and understandable. Occasional grammatical, spelling, and typographical errors are to be expected but editing should keep these minimal.

**Collaborate:** This is a collaborative environment, so be positive and careful about your words to keep our forum a safe environment where everyone feels comfortable contributing. Use the discussions to develop your communication, collaboration, and teamwork skills.

**Critical Thinking:** Critical thinkers seek to OPEN a topic, not close it or seal it and put it away. Critical thinkers engage in dialogue when they write and engage in discussions.

**NETIQUETTE**

**Reminder 1: No Flaming** - Flaming is the practice of insulting, disrespecting or attacking another person (including the course instructor). Expressions of hostility are very different from disagreeing with what someone says. It's okay to disagree, but it's important to do it politely. Here's an example of what this means. Flaming: "Your idea is so stupid that it makes me sick." Polite Disagreement: "I disagree with what you said. My
experience has been different. Here’s my point of view. What do you think?” Flaming is often done in ALL CAPITAL LETTERS.

Dr. Osei-Hwere reserves the right and will delete such posts immediately which will consequently cost the student those points. Please understand that such behavior will not be tolerated in this course.

Reminder 2: No Inappropriate Language - No offensive language; no racist or sexist comments.

Reminder 3: No Harassment - Remember that the law still applies in cyberspace. Do not commit illegal acts online, such as libeling or slandering others; and do not joke about committing illegal acts.

Reminder 4: No Misuse of Class Communications - Do not post irrelevant messages. Postings should be related to the topic being addressed and include only relevant information. Read existing postings before responding so you don’t repeat what has already been said. Also follow the University guidelines against plagiarism – do not post someone else’s words without giving them credit!

Reminder 5: Keep Tone Civil - Avoid putting words in full capitals. Online, all caps is considered SHOUTING. Read your post for tone. How do you think it might come across? If it doesn’t seem like it will be read as a respectful message, then revise it. If you are mad while writing the post, do not send it. Save it in a note file, read it at least 24 hours later. Chances are you will be glad you did not post it.

Reminder 6: Stay on Topic - While discussion is encouraged, rambling, and getting off topic is discouraged. Help each other stay focused and on topic.

Reminder 7: Use Appropriate Subject Lines & Specifics in Message - As the conversation evolves, the subject may change, it will be helpful to have a subject line that reflects the change in message. Be specific about textbook messages, providing page numbers where possible.

© Copyright 2013
No portion of this syllabus may be copied or used without express permission from the author.