



## 260P Web Communications

### Syllabus



#### Instructor Information

*Communication Studies*  
*Michael P. Henry, M.S.Ed.*  
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*Cell: 816-678-3698*

*Online Synchronous Instructor-led*

**Semester Offered: Spring 2016 First 8 Weeks - 1/19/2016 - 3/12/2016**

Synchronous Online Meetings:

- + Organizational Meeting – Saturday 1/23 2:00 p.m. Central (2 hours)
- + Final Project Presentations – Saturday 3/12 2:00 p.m. Central (2 hours)

Office hours and any type of advising questions may be made by reviewing my schedule and reserving a time using this online tool: [Make appointment – TimeTrade Tool](#)

#### Catalog Information

- Communication Studies - COM-ST 260P
- Course Title: Web Communications
- Prerequisites: No prerequisites, although computer and internet navigation are suggested.

**Course Attributes:** *Undergraduate, PACE Off-Campus, Internet Instructor-led online class. OS*

#### Course Information

This four credit hour, web-based multimedia course will examine the computer mediated communication process (CMC) using Internet tools and technology. We will learn to critically evaluate information, find bias, and identify sourcing for information delivered on the Internet, and through other mediated communication. As organizations move closer to networked environments, there is a greater concern for information integrity and collaborative communication. We will examine the changes and challenges associated with mediated synchronous and asynchronous technologies such as email, Internet multimedia, teleconferencing, social networking, groupware, IM, SMS, Blogs, Wikis and electronic commerce. The course is organized into four modules: Communication Technologies and Techniques; Searching and Researching Strategies; Internet Evaluation Techniques; Internet Communication and Social Interaction. The modules will focus on challenges in supervision and management, as well as structural and policy issues organizations and individuals face. Collaborative and interactive activities will be conducted in teams, as well as at least two synchronous, online meetings using web conferencing tools.

*Learning Outcomes: At the end of this course, participants will be able to:*

- Understand the issues related to using mediated communication in a team environment
- Identify effective uses of Internet communication tools
- Identify criteria for evaluating Internet information
- Evaluate the integrity of information found on the Internet
- Identify bias in online sources
- Cite sources from websites
- Search for information from academic and private databases
- Determining the author, source, publisher and domain for information and graphics on the Internet
- Identify top level domains and identify ownership of domains
- Evaluate the advantages and disadvantages of various technologies for particular communication objectives
- Outline a process and strategy to effectively work with a team, using web communication tools
- Identify problems and benefits of communicating in distributed teams
- Identify ways Internet technologies may affect organizational communications
- Document understanding in written word, and constructively criticize team and individual mediated communications.

***Reading Material:*** There are no required texts for this course. All resources and text materials will be found from online sources, library databases and academic journals. Any required reading will be posted online as a PDF, and accessible through the Blackboard platform. Students will share resources and journal articles through the course discussion area, by assignment. Students will include a full APA citation and a URL to the resource.

***Teaching Philosophy:*** This online course will provide active learning experiences, through online activities, scenarios and team projects. Successful completion of the course will require regular (at least three times a week) visits to the course site. Collaboration and teamwork will be stressed in each module to simulate current business practices for the creation of Internet communication or new media

communications. We will explore computer mediated communication skills (CMC), useful in social media, public relations, organizational communications and interpersonal communications.

**Academic integrity:** It is presumed that all work submitted is the original work of the participant whose name appears on it and was prepared originally for this course. Plagiarism and other acts of academic dishonesty are subject to academic penalties ranging from no credit for the assignment to a failing grade for the course.

**Grading Policy:** All activities are graded based on points, not percentages. Point values are posted in My Grades. Full points awarded to complete activities turned in by the target date. The midterm paper is worth 75 points and the final project is worth 150 points. Writing skill will be assessed using a scoring rubric. When an activity is incomplete or turned in late, it will be accepted; however the point value of the activity will be reduced.

### *Evaluation and Grading Criteria*

Total Points Possible		415
A	90%	373.5
A-	86%	356.9
B+	84%	348.6
B	80%	332
B-	76%	315.4
C+	74%	307.1
C	70%	290.5
C-	66%	273.9
D+	64%	265.6
D	60%	249
D-	56%	232.4
F	55%	228.25

### *Course Outline*

#### *MODULE I: COMMUNICATION TECHNOLOGIES AND TECHNIQUES*

- o 1-1 Learning Styles Survey. Students will find and take a learning styles survey online. They will provide comments regarding the ease of use, navigation and validity from their personal perspective.
- o 1-2 Collaborative dictionary. Individuals in this course will be able to post a term they would like defined and others will search out the definition. The Instructor will close

definitions, once a suitable definition is found.

- o 1-3 Criteria for credible information. What are "Reliable Sources" of information? Who do you trust and why? Students will develop their own evaluation checklist. These lists will be posted for all to see.
- o 1-4 Personal Web Page. Create a personal profile, with a photograph, using form submit technology.
- o 1-5 Reading Reflection. Select a reading based on the topics in this module, think about the value of the reading then report back to us regarding the good and bad aspects of the reading. Each module has one reading reflection activity. Select your own reading, or use one of the suggested readings from the module. Be sure to make an appropriate reference to the online resource. Here is the style guide:

APA Format: Contributors' names (Last edited date). Title of resource. Retrieved from  
<http://Web address>

Cohen, L., (2010). "Using and Searching the Web." Internet Tutorials. Retrieved from  
<http://library.albany.edu/internet/>

Proper source citation is required. You may also want to review the Purdue Online Writing Lab citation reference source found here: <http://owl.english.purdue.edu/owl/section/2/>

## *MODULE II: SEARCHING AND RESEARCHING STRATEGIES*

- o 2-1 Search for a virtual needle in a haystack. Individual students will use at least 5 search engines to find a single resource. Students will report on where they found the resource and which search engine worked best while looking for it.
- o 2-2 Team Roles. Team members will discuss various roles and responsibilities in a team: Leader, Researcher, Graphics, Editor, etc. Then following a description of the responsibilities, each individual will declare their role on the team.
- o 2-3 Reading Discussion. You may comment on this reading or find a reading about Web Communication Dynamics. Fisher, D. and Wright, L. (2001). On Utopias and Dystopias: Toward an Understanding of the Discourse Surrounding the Internet. *Journal of Computer Mediated Communication* 6 (2). Online: <http://www.ascusc.org/jcmc/vol6/issue2/fisher.html>
- o 2-4 Personal Assessment of your Online Participation
- o 2-5 Team Project Progress MIDTERM PAPER. 50 Points Describe your team's Learning Game plan and how your team has communicated thus far. For this activity, each member of a team will identify the topic, brief description and a timeline for completing

each section of the project. Each individual will evaluate their participation in the group project, as well as the class activities. This paper is worth 50 points and will be evaluated using a scoring rubric.

### *MODULE III: INTERNET EVALUATION TECHNIQUES*

- o 3-1 Who, Where and Why. Students will individually find a site of interest to them. They will be asked to identify the author, creation or modification date and base domain. They will explore related hyperlinks and references to determine if they are consistent with the site. Finally, they will be asked to copy and paste the header HTML for the site.
- o 3-2 Believe it or NOT? Students will individually find a site that seems unbelievable. Then other students can comment on whether the site is true or not and why. Be sure to use evaluation techniques and your "Criteria for Credible Information" to evaluate a site. Each student will post one site and comment on at least one site. (Two postings required to complete this activity.)
- o 3-3 Reading. You may comment on this reading or find one of your own regarding Internet Information Evaluation Techniques.

### *MODULE IV: INTERNET COMMUNICATION AND SOCIAL INTERACTION*

- o 4-1 Safety and Security on the Internet. A discussion. Share your thoughts on how safe we are on the Internet. When do you know you are not safe? How can you protect your children? What recourses are available to help keep you safe? Where are the boundaries? Post a short paragraph, with references and respond to at least one comment by another participant in this class.
  - o 4-2 Sharing Resources. The class will find and share sites and Internet resources that are helpful in determining quality information on the Internet.
  - o 4-3 Reading Reflection. Select a reading based on the topics in this module, think about the value of the reading, then report back to us regarding the good and bad aspects of the reading.
  - o 4-4 Final Project Reflection. FINAL PAPER 150 Points. Provide a complete description of the collaborative process used to develop your team presentation, as well as communication media used and other organization tactics. Evaluate your team communication process, individually and as a whole. Suggest communication strategies, based on your experience. Include citations to support your argument. This paper is worth 150 points and will be evaluated using a scoring rubric.
- The final meeting will be conducted in a web conference. Students will connect to the

web conference and hear the discussion broadcast on the Interactive Video Network. Students will share their Game Show projects, and the other students in the class will play the game. Evaluation criteria will be applied to each student project.

- Proper source citation is required! You may also want to review the Purdue Online Writing Lab citation reference source found here:  
<http://owl.english.purdue.edu/owl/section/2/>

## ***Course Policies***

**Assignment due dates:** One of the advantages to an online class is the flexibility it offers in when and where participants choose to do the work. Another advantage is the opportunity to interact with other students online. To support both objectives, assignments have target due dates. Target due dates are included in weekly email announcements and posted on the calendar. You are free to submit assignments early, but you should respect the need to work at the same pace as other students, to encourage student interaction. Assignments posted after the target dates, will receive half point values. Incompletes are not offered, except in extreme circumstances.

**Directed discussions:** Topics for discussion are posted by the instructor. Post appropriate and on-topic comments in the directed discussions. A general discussion area is provided for comments or other topics not included in the directed discussions. Your own comments in response to the initial topic or to subsequent postings are part of the participation requirement for the class. Cite references and source material, unless the discussion is an "Opinion Discussion."

Participation in discussions is a critically important part of your performance. Your contributions to discussions are among your most valuable contributions to the course. Discussion questions are given in each module. In discussions, we won't have strict concern for formality and grammatical correctness; however, your language, grammar and spelling should be equivalent to that in a classroom discussion. (Informality at the level of Internet chat groups or text messaging is not appropriate.) Some students find it helpful to compose their discussion posts offline and paste them into the discussion window. Also, please use the spell checker provided for each post in Blackboard (look for the ABC with the check mark next to it).

### **To demonstrate your understanding of the readings and discussions:**

- o Responses should be based on the readings and discussions.
- o Please seek clarification if you don't understand the reading and/or the assignment question.
- o Ask and answer questions about readings and assignments publicly, in the Class Discussions, to help out everyone in our learning community.
- o When posting a response or a comment:
  - *Make your initial post as thoughtful as possible*

- *Accept and encourage other students to learn by actively by joining in the critique and comments*
- *Be sensitive to others and provide polite and appropriate public criticism and publicly defend your claims, with a full argument and / or citations. Inappropriate personal attacks will not be tolerated.*
- *Please do not make simple responses like: "Ditto" or "I agree"*

## Resources & Policy Statements

Academic Calendar: Students are encouraged to review important add, drop or withdraw dates: <http://www.umkc.edu/registrar/acal.asp>

Academic Honesty: The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the [University of Missouri Student Conduct Code](#) and [Rules of Procedures in Student Conduct Matters](#).

Academic Inquiry, Course Discussion and Privacy: *(Choose one of the following to include in the syllabus-- Faculty allowing recording or Faculty not allowing recording.)*

### **FACULTY ALLOWING RECORDING**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [Section 200.015 of the Collected Rules and Regulations](#). In this class, students may not make any audio or video recordings of course activity (including those recordings prepared by an instructor), except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who have written permission from the course instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Attendance Policy: Students are expected to participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students

should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

**Campus Safety:** Inclement weather, mass notification, and emergency response guide: <http://www.umkc.edu/umkcalert/>

**Counseling and Health Services Available at UMKC:** UMKC students may experience many challenges in their lives while attending college – stress, depression, suicidality, trauma, relationship issues, health concerns, etc. As your professor I care about your success and well-being, and want to make you aware of some helpful resources on campus. The UMKC Counseling Center ([www.umkc.edu/counselingcenter/](http://www.umkc.edu/counselingcenter/)), located at 4825 Troost in Room 206, offers a wide range of supportive services to students. Appointments can be made by calling 816.235.1635. UMKC Student Health and Wellness (<http://info.umkc.edu/studenthealth/>), located at 4825 Troost in Room 115, offers a full range of health care and promotion services. Appointments can be scheduled online or by calling 816.235.6133. The MindBody Connection ([www.umkc.edu/mindbody/](http://www.umkc.edu/mindbody/)) is located in the Atterbury Student Success Center in Room 112 and offers a variety of stress-reduction services.

**Disability Support Services:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Services for Students with Disabilities (OSSD) as soon as possible. To contact OSSD, call (816) 235-5696. Once verified, OSSD will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: <http://www.umkc.edu/disability/>

**English Proficiency Statement:** Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, students may contact the UMKC Help Line at 816-235-2222 for assistance.

**Grade Appeal Policy:** Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor.

The [University grade appeal procedure](#) is available only for the review of allegedly capricious grading and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course;
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course; (Note: Additional or different grading criteria may be applied



to graduate students enrolled for graduate credit in 300- and 400-level courses.)

- The assignment of a grade by a substantial departure from the instructor's previously announced standards.

**Discrimination Grievance Procedures for Students:** Discrimination Grievance Procedures for Students can be found here: [http://www.umsystem.edu/ums/rules/collected\\_rules/grievance/ch390/grievance\\_390.010](http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010)

**Statement of Human Rights:** The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and status as a Vietnam era veteran. Commitment to the policy is mentored by the [Division of Diversity, Access & Equity](#), but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives and programs.

**Title IX:** Under the University of Missouri's Title IX policy, discrimination, violence and harassment based on sex, gender, and gender identity are subject to the same kinds of accountability and support applied to offenses based on other protected characteristics such as race, color, ethnic or national origin, sexual orientation, religion, age, ancestry, disability, military status, and veteran status. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting UMKC's Title IX Office webpage (<http://info.umkc.edu/title9/>) or contacting UMKC's Title IX Coordinator, Mikah K. Thompson (816.235.6910 or [thompsonmikah@umkc.edu](mailto:thompsonmikah@umkc.edu)). Additionally, you can file a complaint using UMKC's online discrimination complaint form, which is located at <http://info.umkc.edu/title9/reporting/report-online/>.

While most UMKC employees are required to report any known or suspected violation of Title IX, students may seek confidential guidance from the following campus locations:

<b>UMKC Counseling Service</b>  <b>Volker Campus</b> 4825 Troost Ave, Suite 206 Kansas City, MO 64110  Phone – (816) 235-1635	<b>UMKC Counseling Service</b>  <b>Health Sciences Campus</b> Health Sciences Building 1418 2464 Charlotte Kansas City, MO 64108 Phone – (816) 235-1635  (open Tuesdays, 1-5pm)	<b>Student Health and Wellness</b> 4825 Troost Ave., Suite 115 Kansas City, MO 64110 Phone - (816) 235-6133
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**UMKC Connect:** Important information is available to undergraduate students in UMKC Connect accessed through Blackboard. Throughout the term, students may receive emails regarding course grades or academic performance. Students are expected to address information posted in a timely fashion. This

information may be shared with the student's Success Network made up his or her academic advisor(s) and other campus resources so that UMKC may fully support the student's success.

### **College of Arts & Sciences Course Policies & Resources**

Please refer to the following web page and the linked resources for critical information regarding course policies and resources. You are expected to abide by all the rules and regulations regarding student conduct referenced in these pages.

<http://cas.umkc.edu/CPR/>

-End of Syllabus -

[Faculty Page](#)