

ATEC 3325.003 Introduction to Computer-Mediated Communications

Course Information

Course Number/Section: ATEC 3325.003
Course Name: Introduction to Computer-Mediated Communications
Term: Fall 2010
Days and Times: T/Th 1-2:15p.m.

Professor Contact Information

Instructor: Dr. Janet Johnson	Web Site: www.virtualrhetoric.com/onlineclass
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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Rhetoric 1302

Course Description

Time magazine named YOU person of the year in 2006. Why? YOU are creating and maintaining information on the World Wide Web for the world to see. This introductory course will explore how we communicate and share knowledge via technology. This course will also introduce students to CMC's theoretical perspectives and CMC scholarship. Students will learn to critically analyze CMC/Social Media issues and cast a critical eye on how emerging media affects our culture.

ATEC 3325 is an intensive reading and writing course. Your progress in this class depends on 1. Your demonstrated ability to respond and apply readings. 2. To understand and apply CMC scholarship and theoretical frameworks to CMC activities for analysis. 3. Submitting assignments and other requirements in a timely manner. You **MUST** proofread all your work for spelling, grammar, and mechanical errors. To earn an "A" on any given assignment, students must meet and exceed the expectations of the course objectives.

Student Learning Objectives/Outcomes

Upon successful completion of ATEC 3325, students should be able to:

- ☐ Write effectively using appropriate organization, mechanics, and style;
- ☐ Construct effective written arguments addressing CMC-related themes;
- ☐ Gather, incorporate, and interpret source material in their writing;
- ☐ Analyze CMC from different disciplinary perspectives (communication, cultural studies, history) and communicate that analysis in class discussions and in writing; and
- ☐ Analyze and evaluate in writing the arguments of CMC theorists.

Required Textbooks and Materials

Convergence Culture by Henry Jenkins
o ISBN: 9780814742952

Other readings will be posted each week on virtualrhetoric.com/onlineclass

Required Social Media:

Twitter account
Blog Account

Suggested Course Materials

MLA Style Guide
Grammar and Style Guide

A working knowledge of technology is required. Please double check all your work is posted to the right web sites. Make sure you know how to post and save your work to the appropriate web sites we use in class. Also, a working knowledge of the online library site is mandatory. Research is an important part to this class. I expect you to familiarize yourself with our library's databases as well as how to download and obtain scholarly articles.

Note: I reserve the right to modify this syllabus at any time during the course to suit the needs of the students and the course objectives. Any modifications shall be given to you in writing.

Assignments & Academic Calendar

Every day	Professional Communication Skills	10%
December 3	Research Paper (10 pages) 5 page draft due November 2 for take home peer review	30%
Week of November 29	Multimedia Presentation	10%
Weekly	Online Participation	10%
Weekly	Blog Posts (20 posts)	40%

Professional Communication Skills: The Professional Communication Skills grade is up to the professor's discretion. You earn this grade through attendance, classroom professionalism, participation, and overall communication skills.

Research Paper: Ten page paper that discusses an issue in CMC. More information will be provided on www.virtualrhetoric.com/onlineclass. We will peer review papers online and you will meet with me personally to share your rough draft. I will post more information about the five-page peer review that is due November 2.

Multimedia Presentation: You will present your research. I want you to use multimedia components. I am going to ask you to NOT use PowerPoint. Be creative!

Online Participation: Each week you will be asked to participate in either an online discussion, create wiki's, and/or chat online. We may also do Twitter events. Each of these activities may also reflect on your Professional Communication Skills if you fail to participate.

Blog Posts: You will create a blog for this class. Your blog is for you to discover new ideas, explain readings, and post your CMC interests. Unless otherwise told, you will write 250 words (5 paragraphs, at least 4 lines per graph). You will have a topic to blog about each week.

Grading Policy:

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear. Connects well with paper title.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear. Some description, but more critical thinking.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.

The "Really Needs Help" Paper (D+/D)

Is like **The "Needs Help" Paper** but the problems are more serious or more frequent.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.

Rubric from Dr. Sophia McClennen (<http://www.personal.psu.edu/users/s/a/sam50/rubric.htm>)

UTD Policies and Procedures: <http://provost.utdallas.edu/syllabus-policies/>

ATEC 3325 Fact Sheet:

- Professor: Dr. Janet Johnson
- Office phone: 972-883-2076
- Office : JO 5.608F
- Email: janet.johnson@utdallas.edu
- Web site: <http://www.virtualrhetoric.com/onlineclass>
- You will use Turnitin.com. All files names will include your last name. and be saved as a .doc or .docx file.
- I DO NOT ACCEPT LATE WORK-don't ask!
- I allow you 2 free absences with no penalty, after 5 absences (counting the 2 freebies) you fail.
- Please note that emails to the professor should be properly written, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response.
- If you see the door closed, do not knock. You should have been on time! It will count as an absence.
- If you are in class, participate! During an activity, if I see you surfing the net, working on other schoolwork or chatting online, I may ask you to leave and record you as absent. Take advantage of workdays, which means no homework and my guidance.
- If you respect me, I will respect you
- Save the excuses, I've heard them **ALL!** If you foresee a problem with an assignment, tell me before the due date. I will generally try to help you as best I can. If I don't know about a problem, I can't help you.
- I expect you in class. If I happen to assign an online day, I expect to see your work online.
- DO NOT EMAIL ME TO ASK "DID I MISS ANYTHING IMPORTANT?" I will respond, "YES, Everything I do is important." If you come to class you will stay informed. I do not have time to micro manage.
- Turn off your cell phones.
- Do not run outside to answer your phone during activities. I will count you absent and may not let you back in class so I suggest not knocking on the door.
- I know this is a weird request, but please no feet on the tables. This class is a professional environment. Respect your classmates and keep your body parts to yourself.
- If you start talking to your classmates while I am talking, I will ask you to leave and record an absence. It's very annoying when I get interrupted and the last thing you want is a grumpy professor.
- The Professional Communication grade is up to me. You earn this through participation, attendance, respect, well-written emails, oral skills, etc.
- This class is a discussion class. I expect you to have something to say. I want to discuss the chapters in these books and hear your ideas about the world we live in today!
- No ideas or questions are stupid in my class—so throw it out there and we'll discuss it!
- The last thing I want is to see any of my students fail. I will help in any way possible. With that said, it is your responsibility to do the assignments on time and double check to see if assignments posted. If I don't see an assignment is posted to Turnitin.com or to your blog, I count that as a 0 or lower the grade. So, always double-check your work—this is YOUR grade and YOUR responsibility. **You are responsible for learning to operate the technology.**
- Please do not curse during your presentations or in class during our discussions. I do not appreciate the "F" word in my classroom and will lower your professional communications skills grade. Also, refrain from cursing in your blogs and in your papers. If I see the F word or any other inappropriate or demeaning language in your blog or in a paper, expect to see the four letter word FAIL on your paper.

- If I ask you to work on your blog, a discussion board or our wiki, please work and refrain from in-depth conversations, watching YouTube videos, checking your email and checking Facebook. If I see you working on anything other than the assignment and in-class work I give you, expect your participation grade to be a 0 and your online classroom grade to be lowered as well.
- Do not tamper with the SmartBoards or the computers.