MMC 6400: Digital Communication Theory
WDOC Fall 2017
College of Journalism and Communications
University of Florida

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Office Hours (via Skype): By Appointment, hours flexible to include evenings and weekends
Course Website: http://elearning.ufl.edu
Course Facebook Group:

Course Communication:
Please use email, Canvas mail, or Facebook to communicate with the instructor.

Course Description and Goals:

Over the course of this term we will cover mass communication theory from its inception as field of study, to major trends, followed by current applications of previous paradigms, and finally into the development of new currents of thought. While the main focus of this course is the integration of current mass communication theory with an individual and organizational online presence, we will also focus on how digital platforms can inform the future of theoretical research and vice versa. From a practical perspective, students will be able to apply these theories to their integrative approaches in creative digital communication and design.

Course Objectives:

By the end of this course, students will:
1) Develop an appreciation for what constitutes 'good' theory
2) Gain a cognitive understanding of major mass communication theories
3) Demonstrate practical application of those theories to the digital world
4) Display knowledge of how communication theories inform our use web-based communication platforms
5) Evaluate and incorporate the theories discussed, as well as new theories, into an individual case study demonstrating mastery of the theory at hand
6) Compare, contrast, and critique current theories and their potential applications in the digital world
7) Identify areas of future research/application of new communication theories
8) Integrate web design knowledge with digital communication competence
9) Transfer knowledge gained to the professional communication arena in

individual areas of interest

    10) Develop critical thinking, analytical, and writing skills

Required Texts:

There are **no required textbooks** for this course. All readings will be provided in Canvas as PDFs or as a link to online materials.

Engagement:

Online courses offer a unique opportunity for students to engage with the instructor and with one another on various platforms. We will utilize three major platforms over the course of this term to foster engagement and communication aside from Canvas and Email:

1. A secret course Facebook group
2. Periodic live meetings in our Adobe Connect room
3. A Twitter party

Students are highly encouraged to take advantage of these opportunities. The Instructor will provide more information on each one as the semester commences.

Teaching Philosophy:

As an education professional, my goal is to ensure that students are learning in a way that is not only useful for the duration of the course, but for the duration of a student's career in communications. To do so, I employ academic tools and concepts combined with practical applications to challenge students. In this way, students retain knowledge through repetition of course materials in various settings. Above all, I advocate active learning in my online classroom and will use any and all tools at my disposal to achieve that goal.

Instructional Methods:

As mentioned above, I use a variety of tools to enhance the learning experience of students in Digital Communication Theory. This term we will create discussion posts, complete mini-module theory application assignments, a case study and a self-reflection paper. We'll also have the opportunity to interact with one another through short, live meetings spread throughout the term.

Expectations:

MMC 6400 is a graduate level course and the work students submit in this course should be a reflection of higher-level cognition, critical thinking, writing, and overall academic abilities. In

addition, I expect students to complete all assignments on time, to be respectful of one another and the instructor, and to do their best work. These expectations apply not only to interactions within Canvas, but also to communication via email, on the Facebook page, during live meetings and the Twitter party, etc.

Attendance Policy:

This is an asynchronously delivered course so there is no attendance requirement. However, students are responsible for all material posted in Canvas and the Facebook page to include announcements, grades, assignment updates, changes, etc. The instructor reserves the right to update materials at any time.

Emergency and extenuating circumstances policy:

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately. Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Coursework:

Most of the coursework for this term will be submitted through Canvas. There are two exceptions as noted below:

- Lecture Discussion Posts   In Canvas
- Reading Reaction Posts   In Canvas
- Mini-Research Assignments   In Canvas
- Live Meetings   In Adobe Connect, Skype, or Twitter
- Theory Takeaways   In Course Facebook Page
- Case Study   In Canvas
- Self-Reflection paper   In Canvas

Assignments

All assignment information is also posted in the 'Assignments' tab or the 'Discussions' tab in Canvas.

Lecture Discussion Posts (LDP) (120 pts.)

Students will create ONE (1) Lecture Discussion Post (LDP) in 12 of the modules in response to prompts and/or questions posed by the instructor during lectures. LDPs will be posted into each individual module's discussion forum (choose 'Discussions' from the toolbar on the left in Canvas, then click on the desired module and begin). The questions posed each week will be different so be sure to **answer the question(s) within each individual discussion forum**. LDPs must be at least **350-500** words in length and should completely answer **each and every question** posed by the instructor. Do not exceed 500 words. Students who fail to answer all questions will lose points. Where applicable, LDPs should include thoughtful responses and discourse that connect what is discussed throughout the lecture to the student's work or experience with web design and/or digital communication. There will be twelve (12) LDPs this semester and each one is worth TEN (10) points.

Lecture Discussion Posts (LDPs) Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
No Post is written or posts includes plagiarized content (all outside content must be in quotations or student will receive a '0')	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Post is not well organized. There are many spelling or grammar	The post fails to meet the word count requirement but does respond to all questions posed (or vice versa). The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may	The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited or the post lacks content. Post may or may not meet word count	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. "According to Servaes (2006)..."). Post either does not meet requirement for word count or has spelling/grammatical errors or lacks content.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. "According to Servaes (2006)...") and/or hyperlinked. Post meets requirements for word count and is without grammatical or spelling errors.

errors or outside content is not appropriately cited.	be several grammatical or spelling errors or outside content is not appropriately cited.	requirements or answer all questions posed.		

Each post is worth ten (10) points. Please see the rubric above for information regarding point distribution as well as the information on deadlines toward the end of this syllabus for the late policy. All Discussion Postings are due by **Saturday at 11:59 PM EST.** Create your post in Canvas, under the Discussion section (see left side toolbar) or access the discussion by clicking on the links in each module.

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Reading Reaction Posts (RRP) (130 pts.)

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In addition to the LDP, students will create **ONE (1)** Reading Reaction Post (RRP) of **350-500** words in all 13 of the modules based on the assigned readings/media links found in the Course Modules section of the Canvas site.

Students will not be responding to specific questions posed by the instructor, but rather will offer a **synthesis** (not just a summary) of the ideas presented in the readings/videos. Student posts should compare and contrast the readings and/or any competing ideas presented within the readings. Further to this analysis of the readings/videos, students should draw connections between the content of the readings and applications of that information to the digital world, either in their professional work or personal experiences. This is the student's opportunity to discuss their own thoughts and how these readings resonate with them. **ALL READINGS/MATERIALS MUST BE EXPLICITLY REFERENCED TO RECEIVE FULL CREDIT.** Hyperlinks are acceptable in meeting this requirement.

Questions you could answer while reading that could be incorporated in your RRP synthesis:
How are these readings connected?
Is there a theme that is present in each of the items in one form or fashion?
How are the materials or ideas presented similar? How are they different?
Who/what organizations authored the materials? Does that matter?
What is the overall understanding obtained from the readings combined?

In addition to the synthesis and critical analysis of the readings/videos, students will include at the end of their own post at least **TWO (2) reading response questions (RRQs)** to encourage

engagement with their colleagues. **These questions are NOT included in the 350-500 word count.** These questions should spur additional, thoughtful discussion among the students (not just 'yes' or 'no' questions). Then, students will **respond to at least TWO (2)** other students' posted discussion questions with 100-300 word responses under the Discussions tab in Canvas. **One of those two responses MUST be the person who posted directly above you on the discussion board.** You may choose the second question set you'd like to respond to. This ensures each person will receive a response to his or her questions.

RRPs are due no later than **Saturday at 11:59 PM EST** each week. Students will then respond to at least TWO other students' RRQs no later than **Wednesday at 11:59 PM**. (This allows approximately four days between posting an RRP (Saturday) and responding on other students' RRPs to answer their RRQs.) You will have until the following Saturday at 11:59 PM EST to respond to any comments made on your original post. Here's an example of how it works:

1. Saturday night: Gabby posts her RRP of 350-500 words and adds 2 RRQs
2. Gabby then goes to two other students' (Ally, who posted directly above her on the board, and Michael) RRPs and answers both of their RRQ sets (a total of 4 questions) in 100-300 word responses no later than Wednesday night.
3. Gabby continues to monitor her own RRP and sees if other students have answered her questions. If they have, she responds by the following Saturday evening, perhaps even checking her thread as she's working on the next week's post, due that same evening.
4. Gabby congratulates herself for meeting all deadlines and encouraging discussion, and celebrates by eating a cookie.

In order to receive full credit students must respond to all student discussion posts on their own threads. If no one posts to your RRQs, you do not have to respond. The goal is to have a system of thoughts, questions, and responses among the class so that we have engagement and discussion similar to an in-class experience.

There will be 13 assigned RRPs (with RRQs) and all will be worth 10 points. Create your post in Canvas, under the Discussion section (see left side toolbar).

For more information on the main components of a **synthesis**, see the link below. You are not required to write a synthesis essay as the post suggests, but this offers a resource for how to synthesize materials and draw connections between the readings in addition to adding your own commentary/experiences. **Again, this is NOT a summary.**
https://www.msu.edu/~jdowell/135/Synthesis.html

Reading Reaction Posts (RRPs) Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
No Post is written or post includes plagiarized content (all content must be appropriately cited or student will receive a '0')	The post fails to meet the word count requirement. The post does synthesize the material. The post is not well organized and fails to draw connections between the content of the readings and current applications and/or does not contain discussion question/responses for colleagues. There are many spelling or grammar errors or content is not appropriately cited.	The post fails to meet the word count requirement but does synthesize the material (or vice versa). The synthesis however, is not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or content is not appropriately cited. Or student fails to post/respond to 2 questions or follow- up with discourse where applicable.	The post meets the word count requirement and synthesizes the readings. The level of response is average with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or content is not appropriately cited and/or student fails to post/respond to 2 questions or follow-up with discourse where applicable. Post could lack content.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful and reflective ideas that have substance and depth. Content is cited appropriately (Ex. "According to Servaes (2006)..."). Post either does not meet requirement for word count or has spelling/grammatical errors. Post includes questions and student responds to two other questions and continues the discourse where applicable. Post could lack content.	Post is accurate, relevant and well written. The student addresses all assigned readings/videos with reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. Content is cited appropriately (Ex. "According to Servaes (2006)...") and/or hyperlinked and ALL assigned materials are referenced. Post meets requirements for word count and is without grammatical or spelling errors.

					Students pose and thoughtfully respond to at least 2 questions from other students and continue the discourse.

Mini-Module Assignments (MMA) (60 pts.)

These assignments are spread throughout the semester and will offer opportunities for students to apply what they've learned in a digital context. Each assignment is different and full details are offered in the Assignments tab in Canvas. Students are required to complete four (4) mini-module assignments, for a total of 60 points.

Again, the goal is the make connections between theory and use of theory in actual mass or mediated communication contexts. All Mini-Module assignments are due **Saturday at 11:59 PM EST** of the week assigned.

Theory "Takeaways" (TT, 26 pts.)

In continuing our focus on **theory application**, each week the professor will offer an opportunity on the course Facebook page for students to share two main "takeaway" points from the weekly materials. Students may utilize lecture, readings, activities, etc. from which to derive their takeaways for the week. Students should write one sentence for each point, number their items, and ensure that each item somehow relates that module's theories to application in the field. To formulate your takeaways, you might consider what two items you felt were most important to learn that week. There will be 13 (THIRTEEN) takeaway opportunities, for a total of 26 points (2 points each post comment). **Theory Takeaways are due by 11:59 PM EST on the course Facebook page for the week assigned.**

Live Meetings (24 pts.)

There will be three (3) live meeting opportunities this term. Each live meeting will have a different purpose/point value and will be scheduled as we move through the semester. The meetings will occur either in our Adobe Connect room, via Skype, or on Twitter and will last approximately 15-40 minutes each. Above all, the goal is for students to have an opportunity to interact with one another and with the instructor in a more informal setting. Students will earn points for each live meeting attended.

Self-Reflection Paper (50 pts.)

Over the course of the semester, students will have ample occasion for relating the course materials to their own experiences. The self-reflection paper offers students the opportunity to share their thoughts on mass communication theory and web design and/or online communication applications from their own perspectives.

This four- to five- (4-5) page paper should include references to class lectures, readings, activities, and assignments (i.e. in Lecture 2 we learned about...) but need not refer to outside readings. **This is not a research paper**. This paper should be more like an intelligent (albeit one-sided) conversation between mass communication colleagues that allows the writer to not only display their knowledge, but also make connections in their own lives and work.* Questions that students might consider include:

How is mass communication theory important to my field?
How are mass communication theories and paradigms important to me as an individual?
How have my communication approaches and tactics changed as a result of this course?
Why should other students take this course? How would they benefit?
What readings/activities/assignments were most meaningful to me in gaining application-based knowledge of mass communication theory?
Which theories were most relevant to web design and why?
How will mass communication theories apply to my job in the future?

Students may find it helpful to record their thoughts throughout the semester for inclusion in this final paper. The page total includes references.

*Do not plagiarize your discussion posts or any other written work when writing this paper. You can certainly refer to points made or ideas from your other assignments, but do not copy and paste material. This paper should be something new.

Paper specifications: 4-5 pages, APA-style, double-spaced, Times New Roman, 12 pt. font, 1" margins, no abstract or table of contents necessary.
See the [OWL at Purdue](#) for assistance with APA-style writing.
Due Sunday, 12/10 by 11:59 PM EST

Case Study Presentation (90 pts.)

Students will be assigned one theoretical perspective or paradigm and then utilize that perspective to analyze and evaluate the mass communication strategies of **at least one (1) organization/company/entity as a case study.** Students will rank order the theory options listed below, but will ultimately be assigned a theory by the Instructor. ****The goal of this project is to APPLY the theoretical perspective in terms of how the company you choose might have used**

your theory in the past, or how the company might use it in the future; all within the context of web design and online communication.**

-Theory Choice: The list below contains the theories for use in this project:

> Two-step Flow Theory
> Diffusion of Innovations
> Media Systems Dependency
> Social Responsibility Theory (Corporate Social Responsibility)
> Interactivity Theory
> Expectancy-Value Theory
> Information Processing Theory
> Elaboration Likelihood Model
> Social Network Theory/Network Theory
> Social Exchange Theory
> Parasocial Interaction Theory
> Dialogic Theory
> Structuration Theory
> Social Marketing Theory
> Relationship Management Theory
> Other Theory of the your choosing (Requires instructor approval)

Theory choices should be ranked in order of preference and emailed to the instructor no later than **Saturday, 9/9/17 at 11:59 PM EST**. Preference will be given by the date I receive the email followed by the ranking of topics. Individuals that fail to meet the deadline will be assigned at will. Topic assignments will be posted in Canvas and on the Facebook page.

These are the components:

1) Presentation with Slides: **12-15 slides**. You may select to audio record the slide presentation (**limit presentation times to 15 minutes)** OR simply provide a transcript that students/the instructor may follow through each slide (by placing a word for word transcription of the presentation in the "notes" section of PowerPoint). **If using the transcript option, you must submit an additional PDF of the "Notes" view for submission to Turnitin.com** Slide transcripts should consist of several paragraphs of text (viewers should spend app. 1 minute reading through each slide). Think about what you would say to a live audience and type it out for your transcript. Show us your professional personality!

There is **NO VIDEO COMPONENT** necessary, though students are welcome to provide a video version of their presentation as long as the slides are visible (limit 15 minutes). Include an APA-

Style reference list in the slides, font can be smaller if necessary. Reference list NOT included in slide count. (12-15 slides)

2) ONE (1) Reading: One (1) academic article that adds something to the discussion aside from what is offered in your presentation slides **OR** one (1) current, web-linked article situating the topic (albeit potentially implicitly) within contemporary communication contexts as related to your theory. Academic articles can be accessed by searching the [UF Library online](#) or conducting a [Google Scholar](#) search. Non-academic articles could be found on sites like [Mashable](#) or via an online search of newspapers like the [New York Times](#). If choosing a non-academic source, ensure that the article is relevant and contains credible sources. **Wikis are not permitted and should not be used as resources for this project.**

3) Discussion questions: Each **individual** will submit **TWO (2)** discussion questions for the weekly discussion posts, one (1) from your assigned reading selection (RRP) and one (1) based on the information in your presentation (LDP). Include these in a separate word document in your submission, or submit as a comment on the assignment in Canvas.

Presentation Content (You should also include Intro/Conclusion and References slides)

I. Theory summary—Describe and summarize the theory to include major tenets, historical foundations, research applications, etc. Be sure to situate the theory among the paradigms we discussed at the beginning of the course (trends, etc.).

II. Identify and describe at least one company/entity/organization who uses (past and/or present) digital mass media. Your company should be active in the digital world either via their website, social media, or creation or use of digital technologies, etc.

III. Theory as Analytical Framework— Using your theory as a framework, **analyze your organization's digital communication efforts**, **including an analysis of their website** as well as communication technologies, social media, computer-mediated communication or any other online mass communication context we've discussed over the course of the semester in which to situate your discussion. How are they putting your theory into action? How are they failing to use your theory? What could they be doing better in terms of communication from your theory's perspective? Be sure to offer concrete examples.

IV. Theory in the Future—Here you can discuss not only how your theory should be applied to digital communication in the future by your organization, but also how your theory should be used in the future within the digital communication realm as a whole. You are welcome to consider all aspects of online communication here to include web design, ICTs, social media, etc. Your suggestions for this section MUST be concrete and actionable.

All components (presentation, reading assignments and discussion questions) must be **uploaded into Canvas no later than 11:59 PM EST on Saturday, 11/11/17** into **the Assignments tab**. To upload your project components, go to Canvas, 'Assignments' and choose 'Case Study.' See the OWL at Purdue for assistance with APA-style in-text citations and reference lists.

Deadlines for the Case Study

Saturday, 9/9/17 at 11:59 PM EST: THEORY RANK EMAIL: Email ranked theory selections to the instructor. Theory preference given in order of email receipt, followed by rank order of theories.
Saturday, 11/11/17 11:59 PM EST: ALL CASE STUDIES DUE IN CANVAS. This includes presentation materials, reading assignments, and discussion questions. **Upload all materials into the Assignments tab.**

At any time: If you are having trouble with any component of this assignment, please feel free to contact the instructor for guidance or clarification.

Point Values

Assignment	Point Value
Lecture Discussion Post (LDP) 10 pts. x 14	140
Reading Reaction Post (RRP) 10 pts. x 14	140
Mini-Module Assignments (MMA)	40
Live Meetings (3)	24
Theory Takeaways	26
Self-Reflection Paper	30
Case Study Presentation	100
Total Points	**500**

Feedback

One of the most important ways that professors can interact with their students is through feedback on assignments. You can expect to receive very specific, constructive feedback on your work to include discussion posts and major assignments. In some instances, I will provide track changes documents to assist students with writing skills to improve their posts. As a general rule, you should receive your scores and feedback on submitted posts within 5-7 days. More time is required to complete the grading process for major assignments and will be

dependent upon the number of students enrolled in the course. Also, keep in mind that the RPs will not be graded until 1-2 weeks after submission to allow time for the discussion process plus the 5-7 day grading period.

Modules

Module/Week	Readings/Lecture/Media	Assignments
Module 1, 8/21-8/26 Course Overview	Introduction to the Course and Syllabus	Introduction Post
Module 2, 8/27-9/2	Defining the Digital World, Theory Basics and What makes good theory?	Lecture Discussion Post (LDP), Reading Reaction Post (RRP)
Module 3, 9/3-9/9 Mass Communication Theory, An overview	Mass Communication Theory Overview: Early Trends, Pt. 1	Case Study Theory Rank Email due to Instructor, 9/9 at 11:59 PM EST (assigned in order of receipt/ranking), LDP, RRP, Theory Takeaway (TT)
Module 4, 9/10-9/16	Mass Communication Theory Overview: Early Trends, Pt. 2	LDP, RRP, TT
Module 5, 9/17-9/23 **Individual Perspectives**	Uses and Gratifications Theory, Information Processing Theory, Media Systems Dependency	LDP, RRP, TT, Mini-Module Assignment (MMA) #1, Due by 9/23 at 11:59 PM EST.
Module 6, 9/24-9/30 Individual Perspectives, Cont.	Elaboration Likelihood Model, Media Richness Theory, Social Presence Theory and Conversational Maxims	LDP, RRP, TT
Module 7, 10/1-10/7 Relationships, the Self, and CMC	Social Presentation Theory, Impression Management, Social Information Processing Theory	LDP, RRP, TT MMA #2 The Retweet Due by 10/7 at 11:59 PM EST
Module 8, 10/8-10/14 Sociological Perspectives	Gatekeeping, Agenda Setting, Priming, Framing, Social Responsibility	LDP, RRP, TT
Module 9, 10/15-10/21 **Mass Communication Theory and Society**	Diffusion of Innovations, Knowledge Gap, Spiral of Silence, Cultivation Theory	LDP, RRP, TT, MMA #3 War and the Spiral of Silence Due by 10/21 at

		<mark>11:59 PM EST</mark>
Module 10, 10/22-10/28 Intercultural Theories	Hall, Hofstede, Development and Social Change	LDP, RRP, TT
Module 11, 10/29-11/4 Organizational Theories	Corporate and Organizational Communication	LDP, RRP, TT
Module 12, 11/5-11/11 Advertising Theories	Online Advertising and Communication Strategies	RRP, TT <mark>Case Study Due in Canvas by **SATURDAY 11/11 at 11:59 PM EST**</mark>
Module 13, 11/12-11/18 Public Relations Theories	Public Relations and Communicating with Stakeholders	LDP, RRP, TT
Module 14, 11/19-11/25 Visual Communication Theories	Visual Communication Theory	LDP, RRP, TT
Module 15, 11/26-12/2	CASE STUDY PRESENTATIONS	LDP, RRP, TT, <mark>MMA #4 Website Mock-up due 12/2 at 11:59 PM EST</mark>
Module 16, 12/3-12/10 The Future of Mass Communication Theory	Mass Communication Theory and the Digital World: Eyes on the Future and Changing Landscapes, TBD (covering topics not chosen from Case Study)	LDP, <mark>Live Meeting #3 Twitter Party #UFMassComm [TBD], Self-Reflection Paper due **Sunday**</mark> 12/10

Grading Scale

A	92.5-100	463-500
A-	89.5-92.4	448-462
B+	86.5-89.4	433-447
B	82.5-86.4	413-432
B-	79.5-82.4	398-412
C+	76.5-79.4	383-397
C	72.5-76.4	363-382
C-	69.5-72.4	348-362
D+	66.5-69.4	333-347
D	62.5-66.4	313-332
D-	59.5-62.4	298-312
E	59.4 & Below	297 & Below

University Graduate Level Grading Policy: http://gradcatalog.ufl.edu/
Grades for this graduate course will be based on the total points earned over the term.

Course Policies

▪ Student Effort
As with any course, students will benefit from their own effort in learning the class materials and participating fully in activities, group work, readings, etc. Student grades are often a good reflection of their attitudes and motivations in coursework.

▪ Professionalism
Students are expected to maintain the appropriate level of professionalism, cooperation, and language in all aspects of this course including, but not limited to, weekly posts and responses to said posts, written assignments, presentations, and interactions with the instructor and colleagues. Students should also incorporate suitable standards for grammar, spelling, and word choice. Please see the Online Writing Lab (OWL) at Purdue for a refresher if necessary: https://owl.english.purdue.edu/.

▪ Deadlines
Follow all deadlines as printed in the course syllabus and weekly modules. Mini-module, Case Study, and Self-Reflection paper assignments turned in late will be assessed a full letter grade deduction for each day they are late. Mini-module, Case Study, and Self-Reflection paper assignments turned in less than a full day late will receive a 5% point deduction prior to grading. Lecture Discussion and Reading Response posts (and comments) turned in a full day late or less will receive a 1-point deduction, followed by one additional point for each day late until the assignment reaches a '0.'

Students should utilize time management skills when completing assignments, particularly when dealing with other concerns present in daily life (jobs, children, other commitments, etc.). Students are strongly encouraged to work ahead of schedule to avoid missed deadlines, particularly in the case of final assignments.

▪ Communication
If students have questions or concerns they are encouraged to communicate with the instructor via email or Skype. Please allow 48 hours for email responses or to schedule a Skype appointment unless otherwise indicated throughout the semester.

▪ University Policy on Accommodating Students with Disabilities:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting

accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. University counseling services and mental health services:

▪ Netiquette: Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. See the link below for more details on exercising proper netiquette in this course.

http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

▪ Getting Help:
For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
  • Counseling and Wellness resources
      o http://www.counseling.ufl.edu/cwc/Default.aspx
      o 352-392-1575
  • Disability resources
  • Resources for handling student concerns and complaints
  • Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

▪ Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course based on

10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

▪ University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Students are expected to adhere to the University of Florida Code of Conduct https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 **Peabody Hall, 352-392-1261.**

- Plagiarism

Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

You are responsible for knowing the definition of plagiarism and various kinds of academic dishonesty. Ignorance, i.e. "I didn't realize that was plagiarism" is not an acceptable response, and will not excuse you from academic dishonesty violations, if discovered. While you are responsible for reading and understanding UF's policy in its entirety, examples of academic dishonesty include:

- Using phrases or quotes from another source without proper attribution or quotation marks
  - For purposes of this class, five or more words (verbatim) from a source without proper attribution or quotation marks will be considered plagiarism.
- Paraphrasing without proper attribution
- "Forgetting" to source material you use (same as above, intentional or not)
- Passing off others' ideas as your own
- Turning in the same assignment or paper for two courses, i.e. "dual submission."
- Stealing and/or copying other students' work, whether on a test or assignment
- Bribery
- Fabrication of material

If you have any questions about plagiarism, or how to properly cite or attribute sources, please ask. I am always happy to show you how to correctly do this in your scholarly work. **Please also make a note of University Honor Code Sanctions regarding plagiarism, which range from point deductions to expulsion from the University.**

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.