## COM 287

**Discussion Board Module Assessment**

### Qualitative Response Sample

<table>
<thead>
<tr>
<th>1) Identify elements of the Discussion Board that you found most helpful and positive and explain why:</th>
<th>2) Indicate the topics/features of the Discussion Board module that you found most interesting and valuable and explain why:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ease of reading and replying to forum</td>
<td>• Variety of topics</td>
</tr>
<tr>
<td>• Able to complete on own time and to take time on it</td>
<td>• Topics that people feel strongly about and really brought out opinions: Gay rights, military, politics, religions</td>
</tr>
<tr>
<td>• Informal assignment</td>
<td>• Topics that I could relate to: sports and entertainment</td>
</tr>
<tr>
<td>• Interactive, group discussion</td>
<td>• The cultural discussion</td>
</tr>
<tr>
<td>• Keep up with current events; topic directive: current events, locally, nationally, sports, politics, arts.</td>
<td>• Staying informed</td>
</tr>
<tr>
<td>• Able to express own opinions and receive feedback in a comfortable environment</td>
<td>• Indigenous and native cultures topic because it opened my eyes to the history and problems other cultures face and how it all connects</td>
</tr>
<tr>
<td>• Encouraged to read outside comfort zones</td>
<td>• Ethnicities/tribes topic. I am fascinated with cultures and beliefs</td>
</tr>
<tr>
<td>• Able to respond to others’ postings and read others’ response to your own</td>
<td>• Local culture and politics</td>
</tr>
<tr>
<td>• Hear input (ideas, thoughts and feelings) of classmates in an indirect way</td>
<td>• National news. I enjoy knowing about what’s going on outside the U.S. and the world</td>
</tr>
<tr>
<td>• Improve analyzing skills</td>
<td>• The responses. We were able to see/hear different perspectives and it made me look at the bigger picture or look at the topic in a different way, sometimes even persuading me to change my own opinion</td>
</tr>
<tr>
<td>• Improve writing skills</td>
<td>• Brings unity; Seeing how we all think alike, more or less</td>
</tr>
<tr>
<td>• Broaden perspective and understanding of issues</td>
<td></td>
</tr>
</tbody>
</table>
3. Deepened your self-awareness of your own attitudes & behaviors during dialogue?

4. Enhanced your ability to more effectively participate in a dialogue?
1. Deepened your understanding of the key elements and practices of dialogue?

![Bar chart showing responses and percentages.]

2. Deepened your appreciation of human dialogue?

![Bar chart showing responses and percentages.]

3. Deepened your self-awareness of your own attitudes & behaviors during dialogue?

[Bar chart showing responses and percentages]

4. Enhanced your ability to more effectively participate in a dialogue?

[Bar chart showing responses and percentages]
5. Made it more likely that you could facilitate a dialogue successfully in the future?

6. Do you think that you will remember the WEG-VIBES elements as you go forward into your future conversations, discussions and dialogues?
1. Deepened your understanding of the key elements and practices of dialogue?

![Bar chart showing responses and percentages.]

- **Strongly Agree**: 17 responses (89%)
- **Agree**: 2 responses (11%)
- **Neutral**: 0 responses (0%)
- **Disagree**: 0 responses (0%)
- **Strongly Disagree**: 0 responses (0%)

2. Deepened your appreciation of human dialogue?

![Bar chart showing responses and percentages.]

- **Strongly Agree**: 18 responses (95%)
- **Agree**: 1 response (5%)
- **Neutral**: 0 responses (0%)
- **Disagree**: 0 responses (0%)
- **Strongly Disagree**: 0 responses (0%)
5. Made it more likely that you could facilitate a dialogue successfully in the future?

6. Do you think that you will remember the WEG-VIBES elements as you go forward into your future conversations, discussions and dialogues?
1. Deepened your understanding of the key elements and practices of dialogue?

2. Deepened your appreciation of human dialogue?
5. Made it more likely that you could facilitate a dialogue successfully in the future?

6. Do you think that you will remember the WEG-VIBES elements as you go forward into your future conversations, discussions and dialogues?
1. This course has helped stimulate me to think about "leadership" as an important topic that clearly relates to daily life:

![Bar chart showing responses and percentages.]

2. This course has encouraged me to think about and assess my own leadership-related strengths and limitations:

![Bar chart showing responses and percentages.]

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3. This course has motivated me to continue to develop myself as a leader:

![Bar graph showing responses and percentages for strongly agree, agree, neutral, disagree, and strongly disagree. 16 responses with 76% strongly agree, 5 responses with 24% agree.]

4. This course has motivated me to become more self-aware and self-managed:

![Bar graph showing responses and percentages for strongly agree, agree, neutral, disagree, and strongly disagree. 18 responses with 86% strongly agree, 3 responses with 14% agree.]

5. This course has motivated me to build upon my current levels of interpersonal empathy and general relationship competence:

![Bar chart showing responses and percentage for statements about interpersonal empathy and general relationship competence.]

6. This course has helped me understand the leadership importance of skillfully balancing a concern for task production with a concern for human beings:

![Bar chart showing responses and percentage for statements about leadership importance.]

7. This course has helped me want to become a leader who, with the collaboration of others, develops and pursues inspiring visions:

![Bar Chart]

8. This course makes me want to further appreciate and cultivate my sense of humor as a connective bridge among human beings:

![Bar Chart]
9. This course has helped me realize the importance of human emotions and moods in leadership situations:

10. As a developing leader, I believe this course has empowered me to become an even better leader in the future:
1. This course has helped stimulate me to think about "leadership" as an important topic that clearly relates to daily life:

![Chart showing responses and percentage for strongly agree, agree, neutral, disagree, and strongly disagree.]

2. This course has encouraged me to think about and assess my own leadership-related strengths and limitations:

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3. This course has motivated me to continue to develop myself as a leader:

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5. This course has motivated me to build upon my current levels of interpersonal empathy and general relationship competence:

6. This course has helped me understand the leadership importance of skillfully balancing a concern for task production with a concern for human beings:
7. This course has helped me want to become a leader who, with the collaboration of others, develops and pursues inspiring visions:

8. This course makes me want to further appreciate and cultivate my sense of humor as a connective bridge among human beings:
9. This course has helped me realize the importance of human emotions and moods in leadership situations:

10. As a developing leader, I believe this course has empowered me to become an even better leader in the future:
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1. This course has helped stimulate me to think about "leadership" as an important topic that clearly relates to daily life:

![Bar chart](chart1.png)

2. This course has encouraged me to think about and assess my own leadership-related strengths and limitations:

![Bar chart](chart2.png)
3. This course has motivated me to continue to develop myself as a leader:

4. This course has motivated me to become more self-aware and self-managed:
5. This course has motivated me to build upon my current levels of interpersonal empathy and general relationship competence:

![Bar chart showing responses and percentages for the statement about interpersonal empathy.](chart1.png)

6. This course has helped me understand the leadership importance of skillfully balancing a concern for task production with a concern for human beings:

![Bar chart showing responses and percentages for the statement about leadership importance.](chart2.png)
7. This course has helped me want to become a leader who, with the collaboration of others, develops and pursues inspiring visions:

8. This course makes me want to further appreciate and cultivate my sense of humor as a connective bridge among human beings:
9. This course has helped me realize the importance of human emotions and moods in leadership situations:

10. As a developing leader, I believe this course has empowered me to become an even better leader in the future:
Instructor Name: Catherine Becker, Associate Professor

Course Overview:

In this course we consider how interpersonal communication influences our identity and the quality of our personal and professional lives.

Imagine yourself in a situation where you are alone, wholly alone on earth, and you are offered one of the two: books or people. I often hear speakers prizing their solitude, but that is only because there are still people somewhere on earth, even though in the far distance. I knew nothing of books when I came forth from the womb of my mother, and I shall die without books, with another human hand in my own. I do, indeed, close my door at times and surrender myself to a book, but only because I can open the door again and see a human being looking at me.

-Martin Buber

The above quote by Martin Buber (a famous philosopher) suggests that what is essential about interpersonal communication cannot be learned only from books; it must be experienced. Consequently, I am attempting to facilitate opportunities for you to develop interpersonal communication competence by practicing and discussing interpersonal communication with one another, within and outside of our online environment. Assignments are included in this course to provide you an opportunity to immerse yourself more deeply in interpersonal communication. It is possible that you may develop some new or deeper interpersonal relationships as a result.

Class Meets: On WWW. The course is designed to for you to complete the assignments anytime during the week. However, you must submit assignments and exams on or before the due date. All assignments may be submitted and exams completed anytime before 11:59 p.m. on the due date. No late exams or assignments will be accepted after that time.

Prerequisite requirements: There is no prerequisite requirement for this course. However, you should be comfortable and prepared to succeed in an online environment. Please take the UH Hilo online readiness check. This will help you decide if this course is right for you by evaluating your computing system, skills and providing a tutorial on how to use Laulima (the program that will be used to manage the course).

Begin the readiness check by clicking on:

The Laulima tutorial is found by clicking on:
http://www.hawaii.edu/talent/webctfaculty/support/laulimastudentorientation/

Office Hours: Weds 8-11 a.m. online. If you email me during time, you will usually get an immediate response. Contact me any time via email. I am also available to schedule appointments via online video conferencing such as Skype http://www.skype.com/, over the phone or in person. If you don’t get a response in 48 hours, please send your email again. Additionally, on campus Tuesdays in K 206 from 4-5 p.m.

Email:
For all email communication, be sure to put in the RE Com 200: (then topic).
Send to beckerc@hawaii.edu If you get a replay from kalama128@gmail.com, that’s me.
How to Send me an Email (Example):

To: beckerc@hawaii.edu
From: Your Email
RE: Com 200: Question about syllabus

Please be sure to follow the above format or I may not see your email. I am teaching several online courses this semester so I frequently receive hundreds of emails per week. So take note, if it's not labeled Com 200, your email may get lost. If you send me an email using the above format, you can expect a response within 48 hours—usually sooner—except on weekends. If you don't hear from me after 48 hours, please send another email; your email may not have made it.

Curriculum:

This course meets a lower-division elective and is required for communication majors.

Communication Program Learning Outcomes (PLO):

Knowledge
Outcome 1: Describe the major paradigms, theories, concepts and subfields within the discipline.
Outcome 2: Discuss non-western and alternative communication perspectives.

Performance
Outcome 3: Make effective public or professional presentations.
Outcome 4: Demonstrate interpersonal communication competence.
Outcome 5: Participate in group discussions and facilitate dialogue.
Outcome 6: Display sensitivity to the perspectives of others.

Capstone Paper or Project
Outcome 7: Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.

Course Learning Outcomes (CLO):

1. Students will be able to define and engage in competent interpersonal communication.

2. Students will be able to describe the foundations of interpersonal communication, its place within the discipline of communication, related theories, and research.

3. Students will be able to discuss the connection among interpersonal communication, perception, cognition, identity, relationship development, maintenance, and deterioration.

4. Students will be able to describe behaviors that contribute to interpersonal communication competence, conflict management, and a supportive communication climate.

5. Students will explore the use of new communication technologies to reflect upon, develop, and/or maintain interpersonal relationships.
Measurable Course Learning Outcomes and Connection to Program Learning Outcomes:

<table>
<thead>
<tr>
<th>CLO</th>
<th>Assignment</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Readings and Exams, Sexual Harassment Training, Lab Partner Assignments, Deep Listening Assignment</td>
<td>1(D), 4(D), 5(I), 6(D)</td>
</tr>
<tr>
<td>2</td>
<td>Readings and Exams</td>
<td>1(D)</td>
</tr>
<tr>
<td>3</td>
<td>Readings and Exams</td>
<td>4(D)</td>
</tr>
<tr>
<td>4</td>
<td>All</td>
<td>4(D)</td>
</tr>
<tr>
<td>5</td>
<td>Communication Lab Partner Assignments</td>
<td>4(D)</td>
</tr>
</tbody>
</table>

I=Introduced, D=Developed & Practiced with Feedback, M=Demonstrated Mastery

Required Text:

Two to Tango: Interpersonal Communication for Everyday Living by Jose I. Rodriquez (with Carrie Cropley Hutchenson). The CD can be purchased from the bookstore or you may try to obtain it online from www.nsspress.com. It comes on a CD; it is also available online or in printed form. Be sure your CD/book is the purple edition (the orange edition is outdated and does not have all the chapters that you will be tested on).


Recommended Texts:


Breakdown of Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Tests</td>
<td>50%</td>
</tr>
<tr>
<td>Sexual Harassment Post</td>
<td>5%</td>
</tr>
<tr>
<td>Outside Activities Post</td>
<td>5%</td>
</tr>
<tr>
<td>Lab Partner Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Deep Listening Session</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Criteria:

Your posts and essays should demonstrate that you have read the material. Include at least a few sentences that summarize the relevant part of the chapter with concepts defined and then explained in your own words. You should explicitly apply the material to the question that is being asked or topic that is being discussed. Whenever possible, you should include examples from your own experience. Your communication should communicate respect, attentiveness, active listening and tolerance. You should follow netiquette as described at the end of this syllabus.

Chapter Tests:

There will be six chapter tests that include multiple choice/true-false questions. These should be completed in Laulima or before the due date in the schedule. You will have one hour to complete the tests. You may use your book and notes, but you must work independently. You are under the University of Hawaii Hilo honor code not to share the content or answers of test questions with anyone else. You may access the tests by using the “Tests, Tasks, and Surveys” toolbar on Laulima.
Be sure that are using Mozilla Firefox as your browser. Internet Explorer and Safari, do not let you submit you final test (bummer!).

**Sexual Harassment Post:**

One important aspect of interpersonal communication competence is to understand what is expected when communicating in a professional, educational or work place setting so that can tell if you or others are behaving appropriately. Consequently, you are required to complete the UH system sexual harassment training and create a post about what you learned. Questions from the training will be included on the final exam.

**Who are you? (Bio):**

Interpersonal Communication competency requires that we acknowledge and celebrate the uniqueness of ourselves and in our interpersonal relationships. To help facilitate this in our class, share about you. Self disclosure has several levels (facts, personal information, opinions, attitudes, values, present moment, future goals, and how you connect with others (typically on common ground during the initiating phase). This assignment provides us an opportunity to connect on several of these levels. Read Chapter 1 in *Bridges Not Walls* and my blog at dr_beckersblog.blogspot.com/ before answering questions below. For probes that may help you answer these questions more personally, you may find it useful to answer the questions listed on page five in the third paragraph in *Bridges Not Walls* become completing the questions below.

1: Provide a basic introduction by stating your name, major, and future goals.

2: Tell us about where you were born and raised.

3: What is your connection to Hawaii?

4: Where are you right now (physical location)? How did you get there? Why?

5: What would you like to get out of this course?

6: Tell us about your experience, skills, and interests?

7: What do you think is important for an interpersonal relationship?

8: Describe how you connect with any of the information about John Stewart or in my blog.

**Outside Activities Posts (From Two to Tango):**

You are required to make a total of two satisfactory discussion posts in response to the “Outside Activity” questions that are located at the end of each chapter of your *Two to Tango* text. Please read the assigned chapters before selecting the question you will answer. The first post should be selected from chapters 1-6, the second from chapters 7-12. You must write out the entire question before answering it. Post your answer to the two questions that you have selected on “Forums” in Laulima under “Outside Activities Posts.”

**Communication Assignments:**

Lab Partner Assignments (2):  

You will deepen your understanding of interpersonal communication by completing two assignments with your lab partner. After reading the bios of your classmates, if you find there is
someone that you would like to work with, please contact them via the “mail” tool on Laulima and let
me know when you have agreed to work together via an email to becker@hawaii.edu with the
following subject line--Com 200: Lab Partner Identified. The include both of your names in the body
of the email. If I do not hear from you by the deadline to select a lab partner, I will assign you one.
You should meet with your lab partner face to face or by using internet communication software
such as Skype that you may download for free.

Interview followed by Story or Letter about Lab Partner

The first lab partner assignment is to create a story about or letter of recommendation for your lab
partner based on interviewing them. You will meet in person or via internet technology that allows
for face to face meetings, such as Skype. Complete this assignment by: (1) reading and responding
to their bio (2) creating a list of questions to ask them based on their bio (3) scheduling a time to
interview them and engage in a focused discussion about them; you should spend a minimum of
twenty-five minutes on each person. You are trying to discover what makes this person unique and
irreplaceable. This is an opportunity to develop an interpersonal relationship as you practice
paraphrasing, probing, and listening skills (4) write a 600-word story about or letter of
recommendation for your partner. Share your story or letter with your partner for feedback before
posting it on “Forums.” Include a photo. In a separate section, conclude this assignment with a
paragraph or two discussing and analyzing the medium and process of communication that you two
engaged in. Define and use terms from the book in your discussion.

Bridges Not Walls

The second assignment that you will complete with your evolutionary partner and will be based on a
reading that you select from Bridges Not Walls. To ensure that you get your preferred reading, you
and your lab partner should make this selection as early in the semester as possible (one selection
per dyad). Use the edit key on the “Wiki” toolbar on Laulima to write in the author, title, and page
number of your selection followed by your names. There are 44 readings to select from; place this
information next to the corresponding reading number.

You and your partner will meet in some type of face to face context (in person or via video internet
net technology such as Skype) to discuss the reading and probes, and answer the review questions.
Outline and summarize the chapter. Post your answers to all review questions and ONE of the
probes under the Bridges Not Walls section in “Forums” on Laulima. In addition, post 3-5 original
true/false multiple choice test questions, based on these materials. Be sure to indicate the correct
answer.

Deep Listening Sessions:

The assignment is to engage in an intense, deep discussion with a partner so that your can practice
and analyze your interpersonal communication skills. Select a classmate, relative, friend, or partner
to discuss the question with. Be sure to schedule a time to talk about them that won’t be
interrupted. Spontaneous conversations do not count. You must arrange a time in advance to
discuss a specific question with your partner. These conversations should go at least twenty-five
minutes. If they aren’t going that long, try to think of new angles or aspects of the question and
what you can learn about your partner(s) by practicing listening and paraphrasing.

Pay attention, probe; don’t interrupt. The questions that are to be used for this assignment come
from the recommended Wheatley text. These questions are meant to start a conversation that may
deepen or change your interpersonal relationship and/or communication competence. After you
have discussed the questions, post a 300 word discussion of what you discussed, discovered, and
learned about communication as a result of these conversations on Laulima in Forums under the
question that you discussed. I am grading your comments about the process of communication NOT the specific content that you and your partner discussed.

For your first deep listening session, select from the following questions, were developed from the Wheatley text.

What does it mean to be fully human? How do would a full human communicate?
What do I believe about the future? What is my legacy? What is my contribution to the whole? How does this play out in my choices and actions?
What do I believe about others? What motivates people? Can I trust them?

What am I willing to notice in my world? What do I focus my attention on? Why is this important to me? How do I feel about it?

When I have experience good listening? How did I know that occurred? How did it make me feel? What could I do to become a better listener?

Do I have enough time to think? Where and when do I do my best thinking? What if I had all the time in the world to think? What would I think about/do? How can I make more time in my life for thinking about what is important to me?

What is the relationship I want with the earth? What is the relationship I have now? What could I change? How do my actions affect the earth for future generations?

When do I experience the sacred? Describe a sacred experience that you have had.

What is my role in creating change?

Can I be fearless? What are my fears? How can they be overcome? What would motivate me to overcome my fears?

**General Online Course Success Tips:**

Each week you should do the following:

1. **Schedule** time each week to complete and submit the assignments.

2. **Review** the due dates and be sure that you understand the assignments.

3. **Read** the announcements on the Laulima, the previous week’s posts and the current week’s assigned pages.

4. **Respond** to at least one of your classmates’ posts every week.

5. **View** the links provided in your text that illustrate the content in the chapter.

6. **Consider** how the concepts you are learning about may apply to your life. What do you find yourself agreeing with? Disagreeing with? Why? How do you feel about it? Why?

7. **Summarize** what you have learned and your thoughts in a course notebook.

8. **Communicate** with your lab partner about the assignments and course concepts.
9. Track your progress by keeping a record of your completed assignments, how they were submitted and grades.

**Final Exam & Reflection Essay:**

The final exam is cumulative is a combination of multiple-choice, true/false questions and a 400-600 word reflection essay where you reflect and share about what learned, discuss what you liked best about the course and recommend how it could be improved in the future. You may use your book and notes, but must work independently.

**Important Technical Information:**

To participate in this course you must have access to a computer several hours a day and high speed internet with Adobe reader version 8 or higher and Flash Player. For your web browser you must use Mozilla Firefox 2.0 or newer. *Mozilla Firefox 2.0 or higher works best with Laulima.*

**WARNING:** Do NOT use Internet Explorer as your browser for taking the exams or you will have problems submitting your tests and final via Laulima. You can download Mozilla Firefox for free at [http://www.mozilla.com/en-US/firefox/personal.html](http://www.mozilla.com/en-US/firefox/personal.html) **Note to Mac Users:** Links won't open with Safari. Use Firefox. You will also need program that reads Word documents.

**Technical Assistance:**

https://aulima.hawaii.edu/portal/site%21gateway/page/4e42f89c-17b3-45ba-8002-8a347e837e09 or contact Technology & Distance Learning at (808) 933-3311 if you prefer to talk to a person.

**Academic Support:**

Kilohana: The Academic Success Center provides academic support opportunities for all UH Hilo students that foster their development into independent, self-motivated learners. Students who visit Kilohana have access to subject-specific and academic skills tutoring from UHH students selected for their academic achievement and dedication to helping others succeed. Kilohana is located on the lower level of the Mookini Library and on the web at [http://hilo.hawaii.edu/kilohana/](http://hilo.hawaii.edu/kilohana/)

**If You Have a Disability:**

If you have a documented learning disability and would like to request accommodation, please contact the University Disability Services at 933-0816 (V), 933-3334 (TTY), Campus Center Room 311, as early in the semester as possible. If there is anything else I can do to help you succeed in this course, please come and talk with me.

**A Note About Advising:**

Advising is designed to help students complete the requirement of the University and their individual majors. Students should consult with their advisors if there are any concerns about progress toward graduation, course selections or career opportunities. Although advising is a shared responsibility, you ultimately have final responsibility for ensuring that you meet degree requirements.

**E-Mail Etiquette Guidelines-Adapted from iwillfollow.com**

Don't Fan the Flames-To be flamed means that you've sent an e-mail to a person(s) that has caused that person(s) to respond in many, not-so-nice words. It's basically a verbal attack in electronic form. Sometimes the reason for a flame is quite obvious, but in other cases you just never know. You
might send what you think is a harmless e-mail to ten people. Nine people respond in a rational tone while number ten sends you a flame. Just remember that everyone sees the world differently. You may be lucky and spend your whole life dealing only with the people in the group of nine, but I'll bet that sooner or later you will run into person ten.

How do you respond to a flame? Tough question. The best answer would be to ignore it and go about your life. If this is not your first reaction, it probably will be after you've been flamed a couple dozen times. You will find out that responses just aren't worth the effort. Remember that old saying about "You can please some of the people..." If you do choose to respond you will probably end up in what is known as a "flame war". This is where two or more people end up exchanging flames for an extended period of time. If you receive an upsetting email and do want to respond, the best way to do this is either in person, by phone, or by snail mail/hand-delivered note.

Privacy, Are You Kidding?-There is no such thing as a private e-mail.

E-mail software is like all other software in that occasionally things go wrong. If this happens, you may end up receiving e-mail meant for another person or your e-mail may get sent to the wrong person. Either way, what you thought was private is not private anymore.

Also, with some e-mail systems, the e-mail administrator has the ability to read any and all e-mail messages. And somewhere in the world there is a person (usually a hacker) who is able to read your e-mail if he/she tries hard enough.

So don't send anything by e-mail that you would not want posted on the company bulletin board. If it's safe enough for the bulletin board, it's safe enough for e-mail. Finally, if you are debating whether or not to send something personal by e-mail, either deliver it by hand or send it by snail mail.

To, Cc, Bcc and Reply to All-Be careful how you address your email.

The addresses in the 'To' are for the people you are directly addressing. The addresses in the 'Cc' are for the people you are indirectly addressing. They are the FYI-ers. Don't over-do it here. Copy only those who need to be copied. Keep private business private: especially in personal matters, only CC those who are directly related to the conversation. The addresses in the 'Bcc' are like 'Cc' except that the addresses in 'To' and 'Cc' do not know that the addresses in the 'Bcc' are included in the conversation. The 'To' and 'Cc' addresses are blind to the 'Bcc' addresses. As you can imagine, use of the 'Bcc' is somewhat unethical and therefore its use is discouraged. The 'Reply to All' button is just a button, but it can generate tons of unnecessary e-mails. For example, if I send a dozen people an e-mail asking if they are available at a certain time for a meeting I should get a dozen replies and that's it. However, if each person hits the 'Reply to All' button not only do I get a dozen replies, but so does everyone else for a total of 144 messages! Use with care.

Don't send an e-mail in all UPPER-CASE. Use of upper-case words is the equivalent of shouting in some one's ear. ONLY use upper-case words when trying to make a point (such as I just did). Even at that, you should be careful with who you are exchanging messages. Don't be a novelist. This is not an English literature or a writing intensive course. Messages should be concise and to the point. Think of it as a telephone conversation, except you are typing instead of speaking. It's also important to remember that some people receive hundreds of e-mail messages a day, so keeping an email short is the best way to ensure that it is actually read.

You are about to embark on a journey that has the potential to greatly improve the quality of your life. Have fun.
Email: beckerc@hawaii.edu **

**For all email communication, be sure to put in the RE Com 344: (then topic).

How to Send me an Email (Example):

To: beckerc@hawaii.edu
From: Your Email
RE: Com 344: Question about Sustainability, Culture & Communication

Please be sure to follow the above format or I may not see your email. I am teaching several online courses so I frequently receive hundreds of emails a week. So take note, if it doesn’t have label that says RE: Com 344, your email may get lost.

If you send me an email using the above format, you can expect a response within 48 hours—usually sooner—except on occasional weekends. Sometimes I respond from my iphone or g mail account. So if you get an email from kalama128@gmail.com (that’s me).

Office: Contact me any time via email. I am available for appointments via online video conferencing such as Skype http://www.skype.com/ or over the phone. If you don’t get a response in 48 hours, please send your email again.

Texts Required:


Recommended:

Creating a Life Together and/or Finding Community by Diane Leafe Christian.

Technological Requirements:

Access to a computer with high speed internet with Adobe reader version 8 (or higher) a minimum of fifteen hours a week. You will also need Flash Player, a Web browser such as Internet Explorer 7.0 (or newer) or Mozilla Firefox 2.0 (or newer). Mozilla Firefox 2.0 is said to work best with Laulima. You can download it for free. Note to Mac Users: Some links won’t open with Safari, use Firefox.
There is no prerequisite requirement for this course. However, you should be comfortable and prepared to succeed in an online environment. Please take the UH Hilo online readiness check. This will help you decide if this course is right for you at this time. The online readiness check will help you to evaluate your computing system, test your computer skills, and connect you to a tutorial on how to use Laulima (the program that will be used to manage the course.

Begin the readiness check by clicking on:

The Laulima tutorial is found by clicking on:
http://www.hawaii.edu/talent/webctfacultysupport/laulimastudentorientation/

**Technical Assistance:**
https://laulima.hawaii.edu/portal/site/%21gateway/page/4e42f89c-17b3-45ba-8002-8a347e837e09
or contact Technology & Distance Learning at (808) 933-3311, if you prefer to talk to a person.

**Time & Location:**
This is an online course. One benefit of an online course is that you may log in when you are available. Most students who earn an “A” in a university course spend an average of three hours working out of class for every hour in class. Consequently, if you want to earn an “A,” in an intensive summer session, **plan to spend an average of 40-45 hours a week during these four weeks.**

Required activities include reading, reviewing the assigned material, taking notes, reviewing your notes, writing, editing your work and the work of your team members, meeting with groups, and working on the final project. Please schedule your time accordingly.

**No Late Assignments will be accepted.**

**Background:**
The United Nations has declared the years 2005-2015 the decade of Education for Sustainability. This course integrates this U.N. directive with the mission of the communication department at the University of Hawaii Hilo in order to offer students information and skills that will help to create a more sustainable future.

Located in one of the most diverse areas of the world, the communication program at the University of Hawaii Hilo places the relationship between culture and communication at the center of our curriculum.

Consequently, in this class we will be exploring sustainability in the context of communication and culture and in relation to community building, diversity, conflict management, facilitation, decision making, empowerment, leadership, personal, and cultural transformation. The relationship among communication, sustainability, health, healing, local, indigenous, bioregional, and global contexts will be also considered.

Additionally, we will examine the rhetoric of sustainability, its portrayal in traditional and new media using new information and communication technologies.
Relationship to the Mission of the Department of Communication at UH Hilo:

The Communication Department’s special emphasis on communication and culture in regard to wisdom, context, process, and community provides a unique and multicultural perspective through which to view sustainability:

- **Wisdom**: All cultures have accumulated indigenous wisdom and information that provides valuable insights about the relationship between sustainability and communication. Due to our unique location in Hawaii, we will spend time in this course looking at the relationship between sustainability and Native Hawaiian Culture, and traditional and modern efforts to achieve it.

- **Context**: We will examine the implications of sustainability and communication in regard to UH Hilo’s unique location in a Pacific-Asian context. Field work and visits to established and experimental efforts to increase or develop sustainability in Hawaii will be encouraged.

- **Process**: Like culture, sustainability can be a contested zone that generates conflicting views and clashes of opinions. We will consider the ways that conflict may open up the possibility of dialogue. We focus our studies of sustainability on the communicative and political processes that maximize its potential in both local and global contexts.

- **Community**: Communication and culture work together in the formation of communities. A sustainable culture requires that human dialogue overshadows monologue, and connection replaces fragmentation. We will explore communicative processes that encourage multicultural team-building and the types of community development necessary for sustainability.

**Communication Program Learning Outcomes (PLO):**

**Knowledge**
Outcome 1: Describe the major paradigms, theories, concepts and subfields within the discipline.
Outcome 2: Discuss non-western and alternative communication perspectives.

**Performance**
Outcome 3: Make effective public or professional presentations.
Outcome 4: Demonstrate interpersonal communication competence.
Outcome 5: Participate in group discussions and facilitate dialogue.
Outcome 6: Display sensitivity to the perspectives of others.

**Capstone Paper or Project**
Outcome 7: Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.

**Course Goals/Objectives: (CLO):**

Upon the successful completion of this course you should be able to:

1. Discuss diverse theories and perspectives related to sustainability, communication and culture;
2. Examine effective communication for sustainability in multicultural contexts;
3. Consider ways that sustainability is related to global and local cultures;
4. Connect sustainability to the development of healthy individuals, relationships, organizations, communities and cultures;
5. Describe how rhetoric, media, and new technologies may be used to promote sustainability;
6. Gain experience using traditional and new communication tools and technologies.
7. Participate effectively as a member of a group/work team.
Breakdown of Grading System:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Group Performance/Project (GP)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Evaluation Methods and Criteria for Grading:

All assignments and due dates are on the document called “Assignment Schedule”; it is located by clicking on the “syllabus” tool bar in Laulima. Grading rubrics (specific expectations and grading criteria) can be found in the “Resources” folder. Please print out these documents and refer to them every Monday throughout the semester, if not more often.

Measurable Course Learning Outcomes and Connection to Program Learning Outcomes:

<table>
<thead>
<tr>
<th>CLO</th>
<th>Assignment</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignments-Modules 2-5</td>
<td>1(l), 2(l)</td>
</tr>
<tr>
<td>2</td>
<td>Assignments-Modules 2-5</td>
<td>2(l), 6(D)</td>
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<tr>
<td>3</td>
<td>Assignments-Modules 2-5</td>
<td>2(l)</td>
</tr>
<tr>
<td>4</td>
<td>Assignments-Module 5</td>
<td>6(l)</td>
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<tr>
<td>5</td>
<td>IPG, GP, Assignments-Module 1, 6 (Includes Group Meeting Minutes)</td>
<td>3(l), 5(M)</td>
</tr>
<tr>
<td>6</td>
<td>IPG, GP Assignments-Module 1, 6 (Include Group Meeting Minutes)</td>
<td>5(D), 7(D)</td>
</tr>
<tr>
<td>7</td>
<td>IPG, GP Assignments-Module 1, 6 (Include Project Proposal, Revision and Final Project)</td>
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</tr>
</tbody>
</table>

=Introduced, D=Developed & Practiced with Feedback, M=Demonstrated Mastery

Assignments:

Each writing assignment will take 1-3 hours to complete. You must complete and earn full credit on twenty writing assignments to earn an A.

Only quality responses will be given full credit. A quality post must be a minimum of 250 words. It should be thoughtful, relevant, and demonstrate that you have familiarized yourself with the material that has been assigned. Some assignments will ask for your reflections about lessons in the modules and some will require responses to specific questions. You have the option of completing more than twenty assignments and/or revising them to raise your grade. You may also make up lost points via optional extra-credit assignments.

For more information refer to the “Grading Assignment Rubric” under “Resources” in the “Rubric” folder.

Individual (IPG) and Group Performance:

Early in the term, you will be assigned a group. Your group will be responsible for deeply exploring a particular aspect of sustainability, communication and culture in order to generate a final project.

- All members of a group will earn the same grade on the group project.
- Members will be required to assess the performance of each team member (including yourself).
- Input from the assessments and IPG assignments will be used to help generate your grade for the “Individual Performance on Group Project” part of the course.
Your group may meet face to face, via Internet meeting tools (Skype or Sight speed), and/or by phone conferencing. Each group will have a leader who serves as a liaison to your instructor and someone to take the minutes at each meeting (rotating).

Meeting minutes must be posted on “Forums” under your groups name and number.

**Final Project**

Project proposals and summaries and must contain the following:

1) What was done?
2) Why? (Establish a need. Provide relevant research and cite sources in APA format).
3) How (when, where)?
4) Who are the stakeholders involved?
5) What role did communication play?
   (What was the message and medium for reaching each stakeholder? Why was it selected? Was it effective? Why or why not?)
6) How is success to be assessed?
7) How does your project relate to culture?

Below are some possible project ideas. This list is meant to get you thinking, but your group may come up with a proposal completely different.

- Develop an effective public or professional presentation about some aspect of sustainability. Share it with the class for feedback and then deliver your presentation to a group in your community. Write a final reflection on your experience and what you have learned. Connect to communication and culture.

- Write an article about an approved topic as it relates to sustainability, communication and culture. (You may want to use Web 2.0 or a wiki for this). Use APA format for citations. Include photos. For extra credit, submit it for publication.

- Facilitate series of dialogues and/or group discussions on a topic of sustainability issues within your community.

- Volunteer for an organization that has a commitment to or interest in pursuing sustainability. Work a minimum of twelve hours (for each group member). Compare and discuss your experience with your group members. Write an 800-word essay or compose a slide show describing your experience and how it relates to the course objectives.

- Develop and/or deliver a sustainability education curriculum, a public relations campaign, an organizational development or change initiative, a documentary, podcast, blog, or...

- Participate in ongoing the process of creating an Ecovillage in Hawaii. Contact your professor for more information.

*All projects must be approved of by your professor in advance. Projects that have not been approved may not be accepted. Project proposals may need to revised several times, so it's good to begin early. For more information refer to the Group Project and Group Project Grading Rubric documents in “Resources.”*

If you have idea for a group project, please mention it in Assignment 1.1, 2.1, or 2.2. This will help members of the class that are inspired by your idea join your team. Please let me know if there is a
particular class member or members that you would like on your team. I will try to accommodate you, if possible.

Extra Credit:

Specific extra credit assignments are offered in many of the assigned modules. In addition, you may visit and post about any of sites mentioned in the texts or watch any of the documentary films listed on pg. 88 in the Sustainable World Sourcebook. Posts should include a description of the assigned information, what you learned from it, how it connects to sustainability, communication, and culture, your response, and a link or reference to the source material. Extra credit assignments cannot replace a failing grade on the group project.

Extra-Credit Portfolio Option (blog):

If you would like to have a portfolio of all your work to share with employers, colleagues, family members, friends, or the internet world, you may want to create a blog. Depending on your preference, you may set your blog to be private or public. Tutorials on how to create a blog using Wordpress and how to use the privacy settings are available on utube and on other internet sites. If you find a tutorial about blogging that is particularly helpful, please share it me and/or with the class via mail the tool in Laulima. If you set your blog to private, you will need to invite class members to view your blog. If you decide to create a blog, ten extra credit points will added to your assignment grade. Just be sure to post a link under “extra-credit” in Forums.

Service Learning

You may also pursue extra credit via service learning. Service learning requires doing work related to our course topic for a specific number of hours and then writing a final reflection paper that connects your experience to what you have learned in the course. Individuals and/or groups pursuing this option must have instructor and supervisor approval in advance. Contact the service-learning office for assistance.

Student Conduct: Academic Honesty

This class operates under this institution’s policies on academic honesty. The Student Conduct Code defines appropriate and inappropriate conduct in the academic setting, and specifies procedures when a student appears to have violated standards of academic honesty. The Code is posted at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to me can also be construed as complicity in academic dishonesty.

Should I have reason to suspect that academic dishonesty has occurred, I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.
Some Words on Netiquette:

- Remember the entire class, not just the instructor, may read your postings. Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs.

- Use sensitivity when composing your responses & support your views with evidence for personal experiences.

Access Statement:

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office-Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the session as possible.

Advising:

The advising office has requested that instructors insert this statement in their syllabi as a reminder:

"Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements."

A closing thought:

Our world is in great peril. It needs leaders and professionals with the knowledge, skills, passion, and courage to create a new way. Future generations are counting on you!
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Assignment</th>
<th>Due</th>
<th>Grade</th>
</tr>
</thead>
</table>
| 1   | 5/16   | **Module 1: Introduction**  
|     |        | Do IPG: 1.1  
|     |        | **Module 2: Sustainability - The Problem & Opportunity**  
|     |        | IPG 2.1 Create your bio and share your story  
|     |        | View/Read Assignment 2.2-2.4 | 5/17 |       |
| 2   | 5/17   | **Module 1: Due**  
|     |        | View Assignment 2.5; Select and complete the writing component from assignments 2.2-2.5. Post on Forums. Be sure to label your post with assignment number and title.  
|     |        | Do IPG 2.6  
|     |        | Do GP 2.7 | 5/19 |       |
| 3   | 5/18   | **Module 2 Due**  
|     |        | Group Assignments/Schedule First Group Meeting  
|     |        | **Module 3: Sustainability & Culture**  
|     |        | View/Read Assignments 3.1-3.2 | 5/19 |       |
| 4   | 5/19   | View/Read 3.3-3.5  
|     |        | IPG 2.6 Due  
|     |        | GP 2.7 Group Meeting 1: Brainstorming Session Minutes Due  
|     |        | Schedule Group Meeting 2: Project Proposal | 5/23 |       |
| 5   | 5/20   | Assignments 3.6-3.8  
|     |        | Post on Forums. | 5/23 |       |
| 6   | 5/23   | **Module 3 Due**  
|     |        | GP 3.3 Group Meeting 2: Project Proposal Minutes Due  
|     |        | Schedule Group Meeting 3 | 5/26 |       |
| 7   | 5/24   | **Module 4: Sustainability & Communication**  
|     |        | Assignment 4.1-4.3  
|     |        | Do GP 4.7 | 5/26 |       |
| 8   | 5/25   | Assignments 4.4-4.6 |       |       |
| 9   | 5/26   | **Module 4 Due**  
|     |        | Group Meeting 3: Project Proposal Revisions Due  
|     |        | Schedule Group Meeting 4: Progress Reports | 6/1  |       |
| 12  | 5/30   | **Module 5: Systems and Sustainability**  
|     |        | Complete Assignments 5.1-5.3 | 6/1  |       |
| 13  | 5/31   | Complete Assignments 5.4-5.5. | 6/1  |       |
| 14  | 6/1    | **Module 5 Due**  
|     |        | GP 5.6 Meeting 4: Progress Reports Due  
|     |        | Complete Final Project | 6/6  |       |
| 15  | 6/2    | **Module 6: Final Projects and Reflections**  
|     |        | Read/View 6.1-6.3 | 6/6  |       |
| 16  | 6/3    | Complete Final Projects |       |       |
| 17  | 6/6    | Final Projects Due |       |       |
| 18  | 6/7    | Feedback on Final Projects |       |       |
| 19  | 6/8    | Revise Final Projects | 6/9  |       |
| 20  | 6/9    | Final Projects Revisions and Module 6 Due |       |       |

IPG = Assignment comprises part of Individual Performance on Group Project grade  
GP = Assignment comprises part of Group Performance grade
Late Policy:

This course has been designed to allow you maximum flexibility to complete each module within the assigned time period (e.g. nights, weekends). However, you must pay attention to the due dates.

No late assignments will be accepted. If you have more than three late assignments, please drop the course.

Note: Modules will remain posted on Laulima during the entire course so that students may refer back to a particular assignment. Consequently, the dates on Laulima are not the due dates; this is a programming necessity, otherwise the assignment would disappear after the closing date. The actual due dates are the ones on the document called, “Schedule.”
Course Description: An introduction to basic communication research approaches, reviewing the literature, and reporting research.

Meeting Times: This is an online course. You should plan to be working in for this course a minimum 25-30 hours a week during the six week summer session. Many of those hours may be online and/or at a library.

Instructor: Catherine Becker, Associate Professor of Communication

Office Hours: Contact me any time via email. You may expect a response within 48 hours—usually sooner—except on weekends. I am available for appointments via online video conferencing such as Skype http://www.skype.com/, over the phone or in person. If you don’t get a response in 48 hours, please send your email again, it may not have made it.

Contact Info:
The best way to contact me is by email. For all email communication, be sure to put in the RE Com 200: (then topic). Send to becker@hawaii.edu If you get a reply from kalamal28@gmail.com, that’s me.

How to Send me an Email (Example):

To: becker@hawaii.edu
From: Your Email
RE: Com 350: Question about syllabus

Please be sure to follow the above format or I may not see your email. I am teaching several online courses this semester so I frequently receive hundreds of emails per week. So take note, if it’s not labeled Com 350, your email may get lost.

Technological requirements: There is no prerequisite requirement for this course. However, you should be comfortable and prepared to succeed in an online environment. Please take the UH Hilo online readiness check. This will help you decide if this course is right for you at this time. The online readiness check will help you to evaluate your computing system, test your computer skills, and connect you to a tutorial on how to use Laulima (the program that will be used to manage the course.

Begin the readiness check by clicking on: http://www.hilo.hawaii.edu/academics/dl/onlinereadiness.php.

The Laulima tutorial is found by clicking on: http://www.hawaii.edu/talent/webctfacultysupport/laulimastudentorientation/

You must have access to a computer with high speed internet with Adobe reader version 8 (or higher) a minimum of fifteen hours a week. You will also need Flash Player, a Web browser
such as Internet Explorer 7.0 (or newer) or Mozilla Firefox 2.0 (or newer). Mozilla Firefox 2.0 is said to work best with Laulima. You can download it for free. Note to Mac Users: Some links won't open with Safari, use Firefox.

Technical Assistance:

https://laulima.hawaii.edu/portal/site/%21gateway/page/4e42f89c-17b3-45ba-8002-8a347e837e09 or contact Technology & Distance Learning at (808) 933-3311, if you prefer to talk to a person.

Course Objectives:

This course is designed to introduce you to the basics of communication research and to develop your ability to understand, conduct, and evaluate research. There are many ways of approaching communication research, as we will see, but almost all have in common the processes of problem posing, problem solving, and peer persuasion. As a communication professional, you may have to conduct research yourself, commission research from others, or evaluate the methods and results of others’ research. Consequently, you will need to understand not only how research is done but also what distinguishes good research from bad. One way to think about research is to assume that based on research findings you will be recommending that your organization will launch a million dollar communication campaign, a new magazine or web initiative. Upon what research would you base your recommendation?

Curriculum:

This course meets an upper-division elective. Communication majors are strongly encouraged to take this course before enrolling in a capstone course.

Communication Program Learning Outcomes (PLO):

Knowledge
Outcome 1: Describe the major paradigms, theories, concepts and subfields within the discipline.
Outcome 2: Discuss non-western and alternative communication perspectives.

Performance
Outcome 3: Make effective public or professional presentations.
Outcome 4: Demonstrate interpersonal communication competence.
Outcome 5: Participate in group discussions and facilitate dialogue.
Outcome 6: Display sensitivity to the perspectives of others.

Capstone Paper or Project
Outcome 7: Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.

Measurable Course Learning Outcomes (CLO):

At the end of this course you should be able to -

1. Define basic research concepts such as hypotheses, research questions, variables, operationalization, sampling, statistics, measurement, reliability, and validity.
2. Differentiate between quantitative and qualitative research.

3. Describe, identify, and evaluate various approaches such as scientific, critical, and interpretive research.

4. Describe, explain, and compare specific research methods such as experiments, surveys, interviewing, focus groups, content analysis, and ethnography.

5. Ask a specific research question in your area of interest; then find, read, apply, and evaluate relevant research in order to develop a research proposal.

6. Critically evaluate the research of others.

7. Assess the advantages and disadvantages of different research approaches and methods.

8. Explain the ethical responsibilities of a professional researcher.

9. Annotate and cite research.

10. Use technology to explore the field of communication, locate, evaluate, and cite research.

**Measurable Course Learning Outcomes and Connection to Program Learning Outcomes:**

<table>
<thead>
<tr>
<th>CLO</th>
<th>Assignment</th>
<th>PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Texts, Power Points and Related Exams</td>
<td>1D, 7M</td>
</tr>
<tr>
<td>2</td>
<td>Treadwell 1 &amp; 2, Rubin Power Points, and Related Exams</td>
<td>1D, 2 M</td>
</tr>
<tr>
<td>3</td>
<td>Treadwell 5-11, Power Points and Related Exams; Literature Review</td>
<td>1D, 7M</td>
</tr>
<tr>
<td>4</td>
<td>Treadwell 5-11, Power points, flashcards, exams</td>
<td>1D</td>
</tr>
<tr>
<td>5</td>
<td>All, Treadwell, 4 Exam</td>
<td>7, M</td>
</tr>
<tr>
<td>6</td>
<td>Treadwell, 4; Literature Review, Research Proposal</td>
<td>1D, 7 M</td>
</tr>
<tr>
<td>7</td>
<td>All</td>
<td>1D, 7D</td>
</tr>
<tr>
<td>8</td>
<td>Treadwell 3, Rubin 9, Exam, and Research Proposal</td>
<td>1D, 7M</td>
</tr>
<tr>
<td>9</td>
<td>Rubin 12, Treadwell 12, Literature Review and Research Proposal</td>
<td>1D, 7D</td>
</tr>
<tr>
<td>10</td>
<td>All</td>
<td>1D, 7M</td>
</tr>
</tbody>
</table>

**Required Textbooks:**


**Supplemental Materials:**

News and Advertising
Communication research often makes news headlines and may be controversial, especially where some ability or attribute is found to be predicted by sex, race or socio-economic status. You should read news accounts of research findings critically to assess the research procedures behind them. Similarly you should assess critically any advertising that bases its claims on research (e.g. nine out of ten doctors prefer ....). Research methods and sampling can be hot issues as the media report the results of public opinion polls on, for example, political campaigns, U.S. foreign policy, global warming or gay marriage. The debates can be equally hot when news media report research findings claiming that television viewing causes childhood obesity, video gaming causes loss of social skills, viewing violent television content causes an increase in violent behavior, and so on.

Library

You may use the “Discussion and Private Messages” tool in Laulima to ask questions to Amy Saxton, the librarian at UH Hilo who is assisting with this course. Click on the toolbar, then click on “Ask the librarian.” He library has books, journals and databases that show many different examples of communication research. Consult these sources for ideas about questions you might want to ask, for ways of asking and answering them, and to get your literature review and research proposal done.

Due Dates:

Due dates can be found on the file called “schedule” by clicking on the toolbar called “syllabus” in Laulima. Please pay close attention to the due dates and be sure to enter them into your planner. Unless otherwise stated, all assignments are due before 11:55 p.m. on the due date. Late work will not be accepted.

Break down of Grading System:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums</td>
<td>15%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Final Reflection Essay</td>
<td>5%</td>
</tr>
</tbody>
</table>

Forums:

You will complete five forum assignments designed to assist you in gaining research experience and skills.

Literature Review:

You will create an annotated bibliography of 3-5 communication research articles. For each article you should answer the following questions: What was the question/problem that the research addressed? What methods did the researchers use to answer it? What are the strengths and limitations of the research methods? What new questions developed (for you or for the researchers) as a result of this research? Cite each article in APA format. Post your literature review on Forums, so that others may read it and perhaps form a team for developing a research proposal.

Research Proposal:
You will pose an original research question, then find, read, apply a minimum of three relevant research articles to your topic. You may use some of the articles from your literature review in the proposal, if they apply to your research question. You will discuss how these articles relate to your question and/or proposed research. After completing your literature review, you may choose to revise your question (optional). You will then develop a research proposal. How could you answer your question? What research methods could you employ? Why this method? How will you collect data/analyze results? What are the strengths and limitations to your approach? Post your research proposal on Forums.

Getting Started

The literature review and research proposal assignments in this class are an opportunity for you to get answer(s) about some aspect of communication that interests you. Start thinking about your interests from day one of class. Remember to use the “Discussion and Private Messages” tool in Laulima to ask questions to Amy Saxton, a UH Hilo librarian. Click on the toolbar, then click on “Ask the Librarian.”

Seven steps to help you generate a good project proposal are:
- cruise the library. Get into the library stacks and databases and browse,
- write a hypothesis. There is a relationship between _______ and _________,
- ask a question - what is . . . , how many . . . , what kinds of people . . . etc?
- identify one thing that interested you or that you would have liked to know more about in some communication course,
- find out something about human communication that might help people communicate more effectively,
- visit the “idea monkey” at www.cios.org/monkey,
- visit the visual concept explorer at http://www.cios.org/www/visualconcept2.htm.

Team Option for Literature Review and Research Proposals:

You may work with one or more of your classmates (up to five) on the Literature Review and/or Research Proposal Assignments. If choose to work with others, you need to send an email to beckerc@hawaii.edu with the following subject line: Com 350: Project Partners then enter the names of the team members in the body of the email. If you choose to work with others, you must annotate 3-5 articles for every member of your team. For example, if you have three team members, your team will annotate 9-15 articles. However, your team will only submit one literature review and one research proposal. You may find it helpful to co-author these documents using a wiki or other group editing tools. All team members will get same grade on the project, so select your team members carefully or you may end up having to do more work. The benefit of working on team is that you will have exposure to more research related to your question and you will have people to bounce ideas off of. Team formations must be emailed to me by the due date listed on the schedule.

Exams:

There will be three true/false, multiple choice exams that will cover the assigned readings, vocabulary, power points, and material learned via Forums. You may use your book and notes but are under the honor system to do the exams independently and to keep the content to yourself.
Final Reflection Essay:

Please fill out the online evaluation for this course that will be available the last week of class. Your feedback is important and will be used to improve the course in the future. Additionally, you will compose a 600-word final reflection essay that describes the most important things that you learned, what you liked about the course, and how it could be improved. Submit your final essay via the “Assignments Toolbar” in Laulima.

Evaluation Methods and Criteria for Grading:

The grade for the literature review and project proposal will be based on the quality of your literature review, your ability to formulate a focused research question or hypothesis, appropriate use of research designs, and correct formatting of the final paper and citation style. Grading rubrics are posted in the “resources” folder.

I do not accept late assignments. If you miss an assignment due date, you will get a zero for that assignment.

Grading system:

"A" - above average thinking, organization, explanation and definition of the research question, literature review, methodology, analysis of results, conclusions and discussion, and mastery of the relevant vocabulary.

"B" - above average in quality but weaknesses in thinking or writing.

"C" - average on the above criteria.

"D" - typically so many errors that the purpose of the research is not clear and/or the data collection or analysis is superficial. Substantial errors in organization or grammar earn a "D".

"F" - typically results from failure to address the assignment, missing deadlines, superficial research, and/or an unacceptable number of errors or plagiarism.

Other Unique Requirements the Course:

Online Course Success:

I will be here to help and you will have online contact with me and with other class members, but the discipline of regular class meetings at a regular time will be absent. You will need to pay close attention to assignment requirements and due dates. Our “classroom” will be open 24 hours a day and you will be able to access resources at almost any time.

You will need access to the Internet and a computer. You will also need software that can read Microsoft Word documents, PowerPoint files and Adobe Acrobat. Readers are available for free at http://www.microsoft.com and www.adobe.com. You may want to use a flash drive for this course. You will save yourself a great deal of trouble and time if you can download the results of your library research to your own portable medium. In addition, you should get into the habit of regularly backing up your work to an external drive.

WARNING: Do NOT use Internet Explorer as your browser for taking the exams or you will have problems submitting your tests and final via Laulima. You can download Mozilla Firefox for free at http://www.mozilla.com/en-US/firefox/personal.html Note to Mac Users: Links won’t open with Safari. Use Firefox. You will also need program that reads Word documents.
Each week you should do the following:

1. **Schedule** time each week to complete the assignments.

2. **Review** the due dates and be sure that you understand the assignment.

3. **Read** the announcements on the Laulima, the previous week’s posts and the current week’s assigned pages.

4. **Respond** to at least one of your classmates’ posts every week.

5. **View** the links provided in your text that illustrate the content in the chapter.

6. **Consider** how the concepts you are learning about may apply to your research question and experience. What do you find yourself agreeing with? Disagreeing with? Why? How do you feel about it? Why?

7. **Summarize** what you have learned and your thoughts in a course notebook.

8. **Communicate** with your classmates about the assignments and course concepts.

9. **Track** your progress by keeping a record of your completed assignments, including when and how they were submitted and your grades.

**Technical Assistance:**

Contact the Information Technology help desk with any questions you may have about software, Internet access and downloading and submitting files https://laulima.hawaii.edu/portal/site/%21gateway/page/4e42f89c-17b3-45ba-8002-8a347e837e09 or contact Technology & Distance Learning at (808) 933-3311, if you prefer to talk to a person.

**E-Mail Etiquette Guidelines-Adapted from iwillfollow.com**

Don’t Fan the Flames-To be flamed means that you’ve sent an e-mail to a person(s) that has caused that person(s) to respond in many, not-so-nice words. It’s basically a verbal attack in electronic form. Sometimes the reason for a flame is quite obvious, but in other cases you just never know. You might send what you think is a harmless e-mail to ten people. Nine people respond in a rational tone while number ten sends you a flame. Just remember that everyone sees the world differently. You may be lucky and spend your whole life dealing only with the people in the group of nine, but I’ll bet that sooner or later you will run into person ten.

How do you respond to a flame? Tough question. The best answer would be to ignore it and go about your life. If this is not your first reaction, it probably will be after you’ve been flamed a couple dozen times. You will find out that responses just aren’t worth the effort. Remember that old saying about “You can please some of the people...” If you do choose to respond you will probably end up exchanging flames for an extended period of time.
If you receive an upsetting email and do want to respond, the best way to do this is either in person, by phone, or by snail mail/hand-delivered note.

**Privacy, Are You Kidding?—There is no such thing as a private e-mail.**

E-mail software is like all other software in that occasionally things go wrong. If this happens, you may end up receiving e-mail meant for another person or your e-mail may get sent to the wrong person. Either way, what you thought was private is not private anymore.

Also, with some e-mail systems, the e-mail administrator has the ability to read any and all e-mail messages. And somewhere in the world there is a person (usually a hacker) who is able to read your e-mail if he/she tries hard enough.

So don't send anything by e-mail that you would not want posted on the company bulletin board. If it's safe enough for the bulletin board, it's safe enough for e-mail. Finally, if you are debating whether or not to send something personal by e-mail, either deliver it by hand or send it by snail mail.

**To, Cc, Bcc and Reply to All—Be careful how you address your email.**

The addresses in the 'To' are for the people you are directly addressing. The addresses in the 'Cc' are for the people you are indirectly addressing. They are the FYI-ers. Don't over-do it here. Copy only those who need to be copied. Keep private business private: especially in personal matters, only CC those who are directly related to the conversation. The addresses in the 'Bcc' are like 'Cc' except that the addresses in 'To' and 'Cc' do not know that the addresses in the 'Bcc' are included in the conversation. The 'To' and 'Cc' addresses are blind to the 'Bcc' addresses. As you can imagine, use of the 'Bcc' is somewhat unethical and therefore its use is discouraged.

The 'Reply to All' button is just a button, but it can generate tons of unnecessary e-mails. For example, if I send a dozen people an e-mail asking if they are available at a certain time for a meeting I should get a dozen replies and that's it. However, if each person hits the "Reply to All" button not only do I get a dozen replies, but so does everyone else for a total of 144 messages! Use with care.

**Don’t send an e-mail in all UPPER-CASE.** Use of upper-case words is the equivalent of shouting in some one's ear. ONLY use upper-case words when trying to make a point (such as I just did). Even at that, you should be careful with who you are exchanging messages. **Don’t be a novelist.** This is not an English literature or a writing intensive course. Messages should be concise and to the point. Think of it as a telephone conversation, except you are typing instead of speaking. It's also important to remember that some people receive hundreds of e-mail messages a day, so keeping an email short is the best way to ensure that it is actually read.

**Student Conduct: Academic Honesty**

This class operates under this institution's policies on academic honesty. The Student Conduct Code defines appropriate and inappropriate conduct in the academic setting, and specifies procedures when a student appears to have violated standards of academic honesty. The Code is posted at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php
I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Please note that knowledge of others' cheating and failure to report this to me can also be construed as complicity in academic dishonesty.

Should I have reason to suspect that academic dishonesty has occurred, I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.

Access Statement:

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office-Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the session as possible.

Advising:

The advising office has requested that instructors insert this statement in their syllabi as a reminder:

"Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements."

A Closing Thought:

Our world is in great peril. It needs leaders and professionals with the knowledge, skills, passion, and courage to create a new way who can make informed decisions. Future generations are counting on you!
<table>
<thead>
<tr>
<th>Suggested Start Date</th>
<th>Assignment</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong>&lt;br&gt;Introduction to Communication Research</td>
<td>Complete Unit 1: Forums&lt;br&gt;Read ICR: 1 &amp; 2&lt;br&gt;Review Power Point in Podcasts ICR: 1 &amp; 2&lt;br&gt;Read CR: 1&lt;br&gt;Read ICR 4 &amp; 12&lt;br&gt;Review Power Point in Podcasts ICR: 4 &amp; 12</td>
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<tr>
<td><strong>Unit 2:</strong>&lt;br&gt;Understanding Quantitative Research Methods</td>
<td>Complete Unit 2: Forums&lt;br&gt;Read ICR 5; Review Power Point in Podcast&lt;br&gt;Read ICR 6; Review Power Point in Podcast&lt;br&gt;Read ICR 7, Review Power Point in Podcast&lt;br&gt;Read ICR 8; Review Power Point in Podcast&lt;br&gt;Exam 2</td>
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<td><strong>Unit 3:</strong>&lt;br&gt;Experiments, Observation, Content Analysis, and New Ethnographic Methods</td>
<td>Complete Unit 3: Forums&lt;br&gt;Read ICR 9; Review Power Point in Podcast&lt;br&gt;Read ICR 10, Review Power Point in Podcast&lt;br&gt;Read ICR 11, Review Power Point in Podcast&lt;br&gt;Exam 3/Literature Review Due</td>
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<td><strong>Unit 4:</strong>&lt;br&gt;Asking and Answering a Communication Research Question</td>
<td>Complete Unit 4: Forums&lt;br&gt;Read CR 11&lt;br&gt;Read CR 12&lt;br&gt;Submit Research Project Proposal</td>
<td>7/15</td>
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<tr>
<td><strong>Unit 5:</strong>&lt;br&gt;Final Reflection Essay</td>
<td>Revise Research Proposal DUE 7/21&lt;br&gt;Complete Unit 5: Forum Due 7/22&lt;br&gt;Final Reflection Essay DUE 7/22</td>
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</table>
**SOME BASICS TO GET STARTED**

During the semester of Spring 2011, we will meet via the Internet for COM 358 International Communication. So, you will need to have access to the Internet and a browser (e.g., Explorer, Firefox, and Safari). While you do not need to be a computer wizard, you need to be able to use a word processor to create a simple file. We will meet at a designated site for the course on Laulima https://laulima.hawaii.edu/portal. Laulima is the new system that the university uses to replace WebCT. Laulima is very much similar to WebCT if you have used WebCT before. You need to explore some features of Laulima, such as “discussion and private messages,” and “announcements,” and “assignments.” You will need to learn how to access course materials, how to upload our papers, how to post your comments, how to engage in group discussions, and how to use the email system. It may sound intimidating at first, but if you just try it out and play with it, you should be able to master the basic features. Should you still have difficulties, you can always communicate with me via emails and I can post your comments and forward your messages to your peers. My email address is jingyin@hawaii.edu.

**How To Set Up A Laulima Account**

1. If you are officially registered for this course, your account has been created for you inside already. To log in, go to the main Laulima site at https://laulima.hawaii.edu/portal, enter your UH username (all in lower case letters) and associated password (these are the ones that would be used to log into your myUH portal and hawaii.edu mail). If you cannot log in with your UH username and/or password, please contact Help Desk during normal working hours at 956-8883 (Honolulu) or toll free from neighbor islands at (800) 558-2669 (website: http://www.hawaii.edu/help).

2. Once you logged in, you should be able to see all your courses. Look for COM 358 International Communication in the Spring 2011 semester. Click it and you should find the syllabus and other communication tools such as assignments, mail, discussions, chat, etc. If you have other questions, you can email me or drop by my office during my office hours.

**Course Organization**

The course is organized into weekly units, much like a classroom course, and you will be expected to keep up with assignments on a weekly basis, to read comments on our site and to write to our site. I will work hard to make this work well and you need to work hard too. I can be reached at jingyin@hawaii.edu. *(You can expect my responses to your questions and emails*
mainly during my office hours (TR 12:30-2:00pm & 3:30-5:00pm). Please allow 24 hours for answers if you email me during non-office hours.)

Because of the on-line nature of this course, we are not going to meet face to face very often. But I encourage you to come to visit me at least twice to discuss your progress in the class. Please come to see me especially at the beginning of the semester, so that we can get to know each other in person or I can walk you through Laulima if needed.

COURSE OBJECTIVES

This course is designed to provide an in-depth overview of major topics in international communication, international and national policies on media, comparative media systems, and issues of development. As media globalization became one of the major components of globalization, students of communication need to understand dynamic communication between nations and cultures and economic, cultural, political, social, and linguistic contexts in which international communication and intercultural communication take place.

This course will help you become a more knowledgeable practitioner of international and intercultural communication. This course will enrich your understanding of international communication from both Western and non-Western perspectives. This course further provides you with an opportunity to critically analyze on various aspects of international communication. Critical thinking is central to empower you as global citizens as well as consumers.

Specifically, this course will review relevant theories in international/global communication. This course will introduce history, development, and current structure of international communication as it is related to national/regional development. This course will also discuss the role and future of communication technology and international organizations in relation to global exchange of information. Furthermore, this course will reflect on concerns and crisis in international communication and challenge you to envision alternative models of media system to address those issues.

COURSE LEARNING OUTCOMES

For the purpose of program assessment, seven broad program outcomes (PLO) have been developed by the Department of Communication. The PLO number refers to the overall outcomes designed for the successful completion of the communication program.

For this course, the successful students will be able to:

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Assignment/Assessment</th>
<th>Program Learning Outcome</th>
<th>PLO #</th>
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</thead>
<tbody>
<tr>
<td>Identify and describe major concepts and theories in international communication</td>
<td>Discussion postings</td>
<td>Describe the major paradigms, theories, concepts, and subfields within the discipline</td>
<td>1</td>
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<td></td>
<td>Midterm &amp; Final Exams</td>
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<td></td>
<td>Media analysis paper</td>
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</table>
Demonstrate understanding and recognition, and appreciation of alternative models of communication and non-Western perspectives on international communication

Discussion postings
Midterm & Final Exams
Media analysis paper

Discuss non-Western and alternative communication perspectives
Display sensitivity to the perspective of others

Demonstrate the ability to respect different opinions in the on-line learning community

Discussion postings
Participate in group discussions and facilitate dialogue
Display sensitivity to the perspective of others

REQUIRED TEXTS


You are required to read the text in accordance with the weekly schedule (See Page 8). You can find instructional materials (e.g. Powerpoint slides and explanations, link to websites, and other information that can assist your reading on Laulima (https://laulima.hawaii.edu/portal).

COURSE REQUIREMENTS

Requirements for this course include (1) participation (on-line discussion), (2) discussion leader, (3) media system analysis project, and (4) midterm and final examinations.

(1) Participation (on-line discussion): (100 points)

Participation is crucial to demonstrate your engagement and understanding of course materials. Your participation in this course will be in the form of on-line discussion. Because you are not able to provide face-to-face feedback to the professor, your participation will be evaluated through your on-line postings. You need to post your thoughts and comments under the section titled “Discussion and Private Messages” on Laulima <https://laulima.hawaii.edu/portal>. If you find it hard to post on Laulima, you can email your posting to everyone in the class via the email system supported by Laulima.

You are expected to post at least TWICE every week. Each posting should be 200-400 words. Your postings should answer questions posted by the professor or the discussion leader (see below for instructions on discussion leader). In addition to that, you can also respond to other people’s postings. Your posting beyond the required one can be in any length. **You CANNOT make up the postings at the end of the semester.** So make sure that you are working on the course on a weekly basis. **Five points will be deducted if you do not have any postings in any particular week.**
(2) Discussion Leader (50 points)

You will serve a discussion leader ONCE during the semester. A discussion leader will (a) propose discussion questions (at least 3 questions) on the chapter scheduled for a particular week and (b) provide a summary or evaluation of other students' responses to your questions at the end of the week. Your summary/evaluation (about 400-500 words) of the week should be posted by the Tuesday of the week that follows.

You need to email me the choice of your chapter during the first week of the semester. If more than one student choose to serve as discussion leaders during the same week, the student who posts his/her questions later should make sure that his/her questions would be different from previously posted questions on the same chapter. You will be graded on your ability to engage the class in discussion, clarity and organization of your questions, and your summary/evaluation of the week.

(3) Media System Analysis (150 points)

Work in small groups with 2-3 people per group on this project. You need to use the media system theory analyze the media system of a particular country or region (e.g., U.S., Germany, Russia, Taiwan, Japan, South Korea).

Media systems theory (normative theory) argues that media system of a country corresponds to that country’s social political structures. Choose one country of your interest and do a research on the media system in that country. Write a (6-10-page, typed, double-spaced) paper to summarize your research. Your paper should explore the influence of geographic, demographic, social political structures, and cultural linguistic factors of the nation or culture on its media system.

Your paper should:
1. Describe the political system of the country or region of your choice
2. Describe the media system of that country or region
3. Analyze the relationship between the political system and the media system in that country or region
4. Apply the media system theory to your case. That is, you need to discuss which of the six models of media systems applicable to the media system under your study.

You need to use at least 6 sources other than the class textbook. If you use Internet sources, you need to do research to verify them. Your paper should follow the formal expository style and include in-text citation for quotes and paraphrasing, e.g., “Heavy dependence on specific powers, especially those outside the region or the power that colonized the country in the past, was judged to be ‘unhealthy’” (Ito, 2007, p.ix). Your paper should follow the writing guidelines of the Publication Manual of the American Psychological Association (5th ed.). You can find a copy of the APA manual in the library.

Your paper will be graded on the following criteria:
Clarity: The paper should be understandable and avoid irrelevant/misleading points or examples. It should address the question directly.

Consistency: No contradictory statements. Avoid misleading or inconsistent argumentation; provide evidence to back up your claims.

Comprehensiveness: The paper should take account of other alternatives available regarding to the issue in question. It should acknowledge obvious weakness of your claims and address challenge or objections.

Please note that plagiarism is not acceptable at UH-Hilo. If you need to use materials from the text or any other sources, you need to indicate the citation. DO NOT CUT-AND-PASTE or copy directly from any sources. If you use a direct quote, you need to use quotation marks and to provide the exact place and full citation that you cite it (you need to provide author’s name, year, page number, website in the text and the full citation at the end of the paper). According to Dean Hirokawa, even paraphrased quotations without proper sources are considered plagiarism. You need to protect yourself from plagiarism by indicating sources properly. (All papers and exams will be subjected to plagiarism check through Turnitin.)

Media System Analysis papers are due at 11:00pm (midnight) on May 5th. You can upload your paper under “Assignments” at Laulima https://laulima.hawaii.edu/portal. (I typically would give a few extra hours on Laulima’s timer just in case the system breaks down). You can also choose to submit a hard copy of your paper to me directly (my office is in Kanaka’ole Hall Room 207).

(4) Midterm and Final Exams (200 points)

A midterm (100 points) and a final exam (100 points) will be given to test your understanding of the course materials and class discussions to date. The exams consist of five to seven short-essay questions. They are open-book exams, so you can use your textbook and the library to work on the exam. The midterm exam is scheduled on Feb 26-27 and the final will be given on May 12-13. You will be given one day to complete each exam. You can upload your exam at Laulima website <https://laulima.hawaii.edu/portal>. You can also choose to submit a hard copy of your paper to me directly (my office is in Kanaka’ole Hall Room 207). The deadline of each exam is the midnight of the scheduled date. (Note: On-line discussions posted by your classmates will be included in the exam, so you make sure that you read them carefully. All exams will be subjected to plagiarism check powered by Turnitin.)

GRADING SYSTEM:

Course requirements are summarized in the table below.
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>50</td>
</tr>
<tr>
<td>Media System Analysis</td>
<td>150</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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</table>

Letter grades will be calculated based on the total points that you earn in the overall course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>475-500</td>
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<tr>
<td>A-</td>
<td>460-474</td>
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<tr>
<td>B+</td>
<td>450-459</td>
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<tr>
<td>B</td>
<td>440-449</td>
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<tr>
<td>B-</td>
<td>430-439</td>
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<tr>
<td>C+</td>
<td>415-429</td>
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<tr>
<td>C</td>
<td>400-414</td>
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<tr>
<td>C-</td>
<td>385-399</td>
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<tr>
<td>D</td>
<td>360-384</td>
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<tr>
<td>F</td>
<td>Below 360</td>
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**MAKEUP EXAM AND LATE PAPER POLICY**

Late papers will be penalized. You will lose 15 percent of the points if you turn in them after the deadline. Makeup examinations are allowed only in the case of illness, hospitalization, or documented emergencies.

**INCOMPLETE GRADE**

An Incomplete (I) grade may be given when illness, necessary absence, or circumstances beyond the control of the student prevent the completion of course requirements by the end of the semester. If you are not able to complete the course work due to some circumstances beyond your control, please discuss with me before the final exams week. If you fail to inform me about your circumstances, you will be assigned a grade for the course based on the work that you have completed. You are encouraged to visit with me during the semester about any concerns and questions that you might have during the semester. Note: An Incomplete grade cannot be given as a substitute for a failing grade.

**ACADEMIC INTEGRITY**

As part of your commitment to this course and the University, you are expected to conform to the Student Code of Conduct for UH Hilo, which can be found at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

Academic integrity is the pursuit of scholarly and creative activity in an open, honest, and responsible manner, free from fraud and deception, and is an educational objective of the University. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, turning in someone else’s work, or passively allowing others to copy your work, will result in academic penalties at the discretion of the instructor, and may
result in the grade of "F" (failed for academic dishonesty) on your permanent transcript. (Note: **All papers and exams will be subjected to plagiarism check with Turnitin.**) If you have any questions about academic integrity or plagiarism, you are strongly encouraged to consult with your academic advisor or the Dean of Students in the Office of the Vice Chancellor for Student Affairs.

**ACCESS AND EQUITY**

UHH encourages qualified persons with disabilities to participate in its programs and activities. Students with any form of disabilities and special needs can contact the University Disability Service Office [Phone: (808) 933-0816, (808) 933-3334]. You can also discuss with me for appropriate accommodations.

**ADVISING STATEMENT**

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisors at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.
## COURSE SCHEDULE (subject to revision)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Discussion Topics</th>
<th>Required Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 10-14</td>
<td>Get started with Laulima&lt;br&gt;Review of Syllabus&lt;br&gt;Self introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 17-21</td>
<td>Historical path of global communication</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan 24-28</td>
<td>Global communication theories</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>Jan 31-Feb 4</td>
<td>Global economy and International&lt;br&gt;telecommunications</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Feb 7-11</td>
<td>Transnational media corporation&lt;br&gt;Global competition</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6</td>
<td>Feb 14-18</td>
<td>Global communication law</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Feb 21-25</td>
<td>Global news and information flow&lt;br&gt;&lt;b&gt;Midterm Exam (Feb 26-27)&lt;/b&gt;</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>8</td>
<td>Feb 28-Mar 4</td>
<td>International broadcasting</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>Mar 7-11</td>
<td>Global implications of the Internet</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10</td>
<td>Mar 14-18</td>
<td>Communication and national development</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11</td>
<td>Mar 21-25</td>
<td>&lt;b&gt;Spring Recess&lt;/b&gt;</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar 28-Apr 1</td>
<td>Politics of global communication</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>Apr 4-8</td>
<td>Global communication and propaganda</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>14</td>
<td>Apr 11-15</td>
<td>Global advertising</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>15</td>
<td>Apr 18-22</td>
<td>International public relations</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>16</td>
<td>Apr 25-29</td>
<td>Patterns of global communication</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>17</td>
<td>May 2-4</td>
<td>Media system analysis paper and Final exam preparation</td>
<td>Media system analysis paper due May 5</td>
</tr>
<tr>
<td>18</td>
<td>May 12-13</td>
<td>&lt;b&gt;Final Exam&lt;/b&gt;</td>
<td></td>
</tr>
</tbody>
</table>
COM 460 Mass Media Analysis

Course Description:

Advanced study in mass communication theory, analysis, and criticism with emphasis upon the electronic mass media.

03 Credits, Online

Prerequisites: COM 260 or 360 recommended

Instructor Information:

Dr. Steven Y. Miura
Office: PB 13-4
Office Phone: 974-7647
E-mail: smiura@hawaii.edu
On-Campus- TR 7:45-9:15 am
Online Office Hours: TR 7:45-9:15 am; W 10:00 am-12:00 noon

Course Goals/Objectives:

The fundamental objective of this course is to enhance students' media literacy skills by encouraging an active, critical posture in the consumption of media products. As such, the focus of COM 460 is twofold: a) to examine current practices involved in message content development, distribution, and regulation; b) to analyze extant issues that involve mass media-society relationship; to develop an online community of learners.

Measurable Learning Outcomes:

Course Learning Objectives:

At the completion of this course, the student should be able to:

1. Identify current trends in the development and delivery of media messages;
2. Describe the role of the various media as sources of news, information, and entertainment;
3. Assess the ways in which new media technologies impact society and culture;
4. Articulate the extent to which media messages reflect and/or shape society;
5. Critically evaluate the roles of media professionals, government, and the audience in contemporary society;
6. Interact with others in an online setting to address media issues.

**Summary:**

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Assignment/Assessment</th>
<th>Program Learning Outcome</th>
<th>PLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Exams</td>
<td>define, identify, and explain key concepts and practices</td>
<td>1</td>
</tr>
<tr>
<td>1-3</td>
<td>Comparative Analyses</td>
<td>compare/contrast conventions that dominate the media industry</td>
<td>1</td>
</tr>
<tr>
<td>4-5</td>
<td>Critical/Evaluative Analysis</td>
<td>provide an overview of the issue (what is it about, why do media scholars consider the issue an important one); provide support for the position you have taken on the issue (what extant research provides convincing arguments); suggest implications for favorable/unfavorable resolution of the issue (forecast the future).</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Performance in Unit Discussion Boards</td>
<td>respond to media issues and to discussion postings of others</td>
<td>4, 5, 6</td>
</tr>
</tbody>
</table>

**Required Textbook:**


**Supplemental Textbook (recommended):**


**Technological Readiness:**

Please take the UH Hilo online readiness check. This will help you decide if this course is right. The online readiness check will help you to evaluate your computing system, test your computer skills, and connect you to tutorial on how to use Laulima (the program that will be used to manage the course.

Technology Requirements:

You will need fast (not dialup) access to the Internet and a computer. You will also need software that can read Microsoft Word documents, PowerPoint files and PDF files. Readers are available for free at http://www.microsoft.com, http://openoffice.org, and www.adobe.com. You may want to use a flash drive for this course. You will save yourself a great deal of trouble and time if you can download the results of your library research to your own portable medium. In addition, you should get into the habit of regularly backing up your work to an external drive.

Firefox is the most reliable browser to use with Laulima. You can download Mozilla Firefox for free at http://www.mozilla.com/en-US/firefox/personal.html  Note to Mac Users: Links won’t open with Safari. Use Firefox.

Communicating with Instructor and Classmates

You can expect my responses to your questions and emails mainly during my office hours as indicated above.

Assignments:

Unit Discussion Board Postings

Students are required to post four responses for each Unit (for a total of 16 throughout the semester). These postings include responses to “Consider This” items developed by the instructor and responses to other classmates’ postings. The postings shall be made via the “Discussion and Private Messages” tool in Laulima. If you find it hard to post on Laulima, you can email your posting to everyone in the class via the email system (Messages tool) supported by Laulima.

These Unit Discussion Board Postings are described in the Description of Course Requirements section below.

Examinations.

Four non-comprehensive examinations are scheduled throughout the semester. The fourth exam will serve as the “final” exam. The exams will include a combination of True-False and Multiple Choice Questions generated from the
textbook. The exams are scheduled at the end of each unit (about four weeks apart).

The testing procedures are described in the Description of Course Requirements section below.

Comparative Analyses.

COM 460 is considered a "capstone" course. As such, a project or paper is required of all students enrolled in the course. However, given the extensive influence of the mass media in contemporary society, it seems more appropriate to have students develop a series of papers rather than a single project. Hence, a total of five "analysis" papers will be required—four of which are comparative and one critical/evaluative.

The four comparative analyses will correspond to the four units of articles found in the text and are due at the end of each unit—about four weeks apart.

These assignments are described in the Description of Course Requirements section below.

Critical/Evaluative Analysis.

This is the most important of all analyses that will be developed this semester. The focus of this analysis is on what media scholars consider significant issues involving the mass media. This assignment will also be administered in the "Assignments" section of Laulima. This final paper is due at the end of the semester.

This assignment is also described in the Description of Course Requirements section below.

Breakdown of Grading System:

Final grades will be determined via a point system. The points assigned to each of the course requirements are as follows:

**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Discussions (16 @ 2 points)</td>
<td>32</td>
</tr>
<tr>
<td>Exams (4 @ 20 points)</td>
<td>80</td>
</tr>
<tr>
<td>Comparative Analyses (4 @ 12 points)</td>
<td>48</td>
</tr>
<tr>
<td>Critical/Evaluative Analysis</td>
<td>40</td>
</tr>
</tbody>
</table>
Total 2000 points

The percentages associated with each letter grade are as follows:

- A = 92%, A- = 89%, B+ = 85%, B = 82%, B- = 79%, C+ = 75%, C = 72%,
- C- = 69%, D = 60%, F = <60%

Evaluation Methods and Criteria for Grading:

Unit Discussion Board Postings:

Each “Consider This” posting should have a length of 200-400 words. The responses to the “Consider This” items should demonstrate a basic awareness and understanding of issues presented. The responses to classmates’ postings should have a length of 100-200 words and outline the strengths and limitations of the postings.

Analyses:

The comparative and critical/evaluative analyses will be assessed according to the following:

1. comprehensiveness—the extent to which all questions and concerns are addressed;
2. content—the extent to which statements/ideas demonstrate careful thought, exhibit original insight, and receive support where necessary; and
3. organization—the extent to which statements/ideas are well-planned and articulated

Late submissions will be accepted up to 24 hours after the due date/time. A 20% deduction of points will automatically be applied to the late submission.

A copy of the grading rubrics for the analyses is provided in the “Resources” section of the course’s Laulima homepage.

Student Conduct: Academic Honesty

Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at
http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to the instructor can also be construed as complicity in academic dishonesty.

Student Class Conduct:

Because this course is offered entirely online, you should be aware that all items that you input into the "Discussion" section are accessible to all members of the class. As such, it is important that all etiquette and protocol norms and rules for electronic communication are followed strictly. Brief but comprehensive lists of these are posted at http://www.hawaii.edu/askus/570 and at http://hilo.hawaii.edu/academics/dl/netetiquette.php.

Neither the instructor nor the University of Hawaii system will be held responsible for inappropriate or abusive behavior. Your enrollment in this course assumes that you have agreed to the provisions that guide the use of the MyUH system.

A list of these provisions is provided in “E-Course Guidelines” in the “Resources” section of this course’s Laulima homepage.

In order to perform well in this class, students should keep current with the reading assignments; this is much easier said than done. Self-discipline is very important.

Be aware of the fact that the course schedule, requirements, assignments, etc. may change as the semester progresses. Frequently check for announcements to stay current with course procedures—at least twice a week. Announcements will be sent via your UH email system.

Access Statement:

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the semester as possible.

Advising Statement:

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with
their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

Tentative Schedule:

**Weeks 1 to 4:** Unit 1: Living With Media

Read Articles 1-9

Unit Discussion Board Postings:
- "Consider This" Postings 1 and 2
- Peer Responses 1 and 2

Comparative Analysis I

Exam I (beginning of week 4)

**Weeks 5 to 8:** Unit 2: Telling Stories

Read Articles 10-20

Unit Discussion Board Postings:
- "Consider This" Postings 3 and 4
- Peer Responses 3 and 4

Comparative Analysis II

Exam II (beginning of week 8)

**Weeks 9 to 12:** Unit 3: Players and Guides

Read Articles 21-30

Unit Discussion Board Postings:
- "Consider This" Postings 5 and 6
- Peer Responses 5 and 6

Comparative Analysis III

Exam III (beginning of week 12)
Weeks 13 to 16:  Unit 4: A Word From Our Sponsor

Read Articles 31-39

Unit Discussion Board Postings:
"Consider This" Postings 1 and 2
Peer Responses 1 and 2

Comparative Analysis IV

Final Exam Week:  Exam IV
Critical/Evaluative Paper Due (end of week)

Description of Course Requirements:

Unit Discussion Board Postings

During the period in which a Unit is covered, the instructor will post two "Consider This" items that pertain to the overall essence of the corresponding articles. At the beginning of the first week of each Unit, a "Consider This" item will be posted. Students will have the remainder of the week to post a response to this item. During the second week of the Unit, students will respond to one of their classmate's "Consider This" posting. During the beginning of third week of a Unit's coverage, a second "Consider This" item will be provided and students have the remainder of the week to post a response. Students will have the final week of a Unit's coverage to provide a response to a classmate's second "Consider This" posting.

Examinations.

1. Each exam will consist of a combination of True-False and Multiple-Choice questions. There will be a total of 20 questions in each exam and each has a point value of "1."

2. The exams will be administered via the "Test & Quizzes" tool in Laulima. If you have not yet taken a test or quiz with this system, you should review the information about this tool in the "Help" section.
3. Each exam must be completed within a 20-minute time frame. Laulima will automatically end your exam session once time has expired. Therefore, be sure that you are free of distractions when taking the exam because the time starts counting down the second you begin the assessment. Using the “pause” button does not stop the countdown time.

4. In order to accommodate the highly diverse schedules of students, each exam will be available for a period of 18 hours beginning at 5:01 am and ending at 11:00 pm. During this period, you will take **one** of three versions of the exam as you find convenient.

   a. At 5:01 am, the first version of the exam becomes accessible and it will close precisely at 11:00 am.
   b. At 11:01 am, a slightly different version of the exam becomes available and it will end precisely at 5:00 pm.
   c. At 5:01 pm, the third version of the exam will appear and it will shut down at 11:00 pm.

5. When taking an exam, keep in mind that you must complete it within the designated time limit (as described above) and before it Laulima retracts it. So, for example, if you begin the first version of a test at 10:55 am, you will have only five minutes to complete it.

6. **It is imperative that you access only one version of the exam.** Taking more than one version will result in the lower or lowest score counting as the official exam score.

7. Once a test has begun, Laulima automatically will treat the act as an attempt to take the assessment and a score will be recorded—regardless of whether or not you have attempted to answer any questions.

   No make-up exams will be given except in cases of family and health emergencies and official University business. **Notification of an inability to take a scheduled exam must be provided no later than 24 hours prior to or after the exam date.** Having multiple exams on the same day or leaving campus early is not considered legitimate reasons for missing an exam. Problems associated with your computer (e.g., dead/dying laptop batteries, crashes, etc.) are also not considered legitimate reasons for missing or not completing an exam.

**Comparative Analyses.**

Students are required to develop four comparative analyses. The specific topics for these analyses will be selected from the “Key Points to Consider” section found at the beginning of each unit of the text.
5. A minimum of five scholarly references is required. The University of Hawaii at Hilo library maintains an excellent collection of online databases, and provides online training as well.

http://library.uhh.hawaii.edu/articles/subj_index.htm : search by subject
http://library.uhh.hawaii.edu/articles/fulltext.htm : search for full-text databases
http://guides.library.uhh.hawaii.edu/distance : select and access training and assistance from the DL librarian

List of Issues

a. Should government or the industry regulate media content?
b. Should freedom of speech ever be restricted?
c. Can privacy be protected in the information age?
d. Are people better informed in the information age?
e. Is “fake news” journalism?
f. Can/Should journalists be truly objective?
g. Is advertising good for society?
h. Should advertising to children be regulated?
i. Are American values shaped by the mass media?
j. Is the influence of the American too great globally?

If there are other broad issues that anyone wish to examine, I am open to suggestions.
## Rubric for Information Literacy

<table>
<thead>
<tr>
<th></th>
<th>Documentation Conventions</th>
<th>Appropriateness of Sources</th>
<th>Evaluating Sources</th>
<th>Integrating Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• No errors with regard to citation format (in-text and bibliography)</td>
<td>• All sources are relevant and appropriate to the assignment and course</td>
<td>• Student demonstrates in-depth examination of information and/or material which coincide with specific needs and goals in the paper</td>
<td>• Student synthesizes information with a clear sense of direction/purpose in the assignment</td>
</tr>
<tr>
<td>(Advanced)</td>
<td>• Properly documents citations and sources</td>
<td>• Utilizes a variety of appropriate sources, including peer-reviewed material</td>
<td>• Examination of information shows a clear understanding of the material's criteria for inclusion (i.e. authority, credibility, relevance, timeliness, and accuracy)</td>
<td>• Student draws exceptional conclusions or insights based on the information cited</td>
</tr>
<tr>
<td>3</td>
<td>• In-text citations match bibliography and vice versa.</td>
<td>• Most sources are relevant and appropriate to the assignment and course</td>
<td>• Student demonstrates adequate examination of the material</td>
<td>• Use of information leads to highly developed arguments, follow-ups, ideas, appeals, proposals, etc.</td>
</tr>
<tr>
<td>(Competent)</td>
<td>• Minor errors with citation format.</td>
<td>• A majority of the sources are relevant but may not show variety or breadth</td>
<td>• There may be minor problems with the articulation of appropriateness of material to the assignment</td>
<td>• Student adequately synthesizes information</td>
</tr>
<tr>
<td>2</td>
<td>• Incorrect use of required citation format.</td>
<td>• Uses mostly online (non-scholarly) sites</td>
<td>• Student may exhibit some attempt to examine the information using academic criteria</td>
<td>• Student demonstrates some insight but conclusions or interpretations may seem obvious</td>
</tr>
<tr>
<td>(Emerging)</td>
<td>• May include a bibliography but entries may not correlate to sources used in the paper</td>
<td>• Sources do not appear to be peer-reviewed or from reputable (government or professional organizations) sites</td>
<td>• Information and/or sources are questionable</td>
<td>• Student includes information but exhibits problems in synthesizing it into the assignment</td>
</tr>
<tr>
<td>1</td>
<td>• No citations and/or bibliography</td>
<td>• No relevant sources</td>
<td>• No effort to examine the information</td>
<td>• Follow-up discussion of material may be minimal, unsubstantiated, and/or unoriginal</td>
</tr>
<tr>
<td>(Beginning)</td>
<td>• Copies or paraphrases without documentation</td>
<td>• Paper is mainly speculative on the part of the writer</td>
<td>• Little awareness of the quality of the information</td>
<td>• Student may plagiarize or paraphrase without citing sources</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Forum 1:

This assignment has THREE parts.

1) Tell us who you are and your connection to communication (if you are major then tell us why, favorite courses, concepts).

2) Explore the sites associated with the Text Books. Tell us one thing that you learned.

3) Use one or more of seven steps below to generate a research question. This is to encourage you to start thinking about your interests from day one of class.

Remember to ask questions to Amy Saxton, a librarian, if you have any. Visit the Course Library site and check out some the links there. Bookmark this page for future reference. You may ask the librarian questions via that site or by clicking on the "Discussion and Private Messages" toolbar, then click on "Ask the librarian."

The seven steps to help you generate a good project proposal are:

1) cruise the library. Get into the library stacks and databases and browse,
2) write a hypothesis. There is a relationship between ______ and ______
3) ask a question - what is .., how many .., what kinds of people .. etc?
4) identify one thing that interested you or that you would have liked to know more about in some communication course,
5) find out something about human communication that might help people communicate more effectively
6) visit the "idea monkey" at www.cios.org/monkey
7) visit the visual concept explorer at http://www.cios.org/www/visualconcept2.htm.

Complete the third part of this Forum by stating a communication research question (you may change your research question later but this should help to get you started by helping you find partners, search for articles...).

Number your answers 1-3 and post in this Forum.

Forum 2: Research Connections with Others (64 messages - 25 unread) New messages Topic Settings | DeleteWho are your classmates and professors? Hide Full Description

1) Easy: Read your classmates posts from Forum 1. If you identify classmates you might like to work with based on their bio or research question, contact them using "mailtool."
# Group Project Rubric

## Effectiveness/Sustainability:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Clearly (2) explains the problem and (3) moves us towards a sustainable solution with a means of (4) implementing and (5) accessing its effectiveness. (6) Evidence provided and (7) sources correctly cited using APA format.</td>
<td>Meets 5 of criteria for an A.</td>
<td>Meets 4 out of 5.</td>
<td>Less than 3.</td>
<td></td>
</tr>
</tbody>
</table>

## Culture:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes and connects to cultures. Analyzes the topic/project in terms of its intercultural or cultural implications.</td>
<td>Culture is explicitly discussed by it implication aren’t discussed in enough depth.</td>
<td>Cultural connection mentioned.</td>
<td>Omits connection to culture</td>
<td></td>
</tr>
</tbody>
</table>

## Format/Presentation:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Clear, (2) interesting, (3)</td>
<td>Demonstrates all of the 4</td>
<td>Includes 3 out of the 5.</td>
<td>Less than 3.</td>
<td></td>
</tr>
<tr>
<td>Holistic/Systems Thinking</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Demonstrates a complex, deep understanding of interconnectedness, systems thinking and the ability to take multiple perspectives at different levels.</td>
<td>Offers examples and elaborates on the ideas of interconnectedness, shows systems thinking and provides examples of alternative/other examples in viewing the problem and or solution.</td>
<td>Defines or describes the principle of interconnectedness, describes the importance of integrating systems, and describes the importance of taking different perspectives.</td>
<td>No evidence of interconnectedness, systems thinking or multiple perspective taking.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensively relates the project/paper topic to one or more of the major topics and or theories in the communication discipline such as rhetoric, media analysis, public relations.</td>
<td>Same as A with minor mistake or omissions.</td>
<td>Same as A but misrepresents theory or doesn’t fully convince the reader that there as been an adequate grasp of the communication discipline/theory or the connections between the topic and the</td>
<td>Does not explicitly or adequately address communication connections or implications.</td>
<td></td>
</tr>
</tbody>
</table>
**Group Process:**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Project, (2) meeting minutes, and (3) individual assessments indicate (4) effective use of time, (5) synergy among group members and (6) task distribution, (7) effective communication, and (8) adequate feedback/ (9) discussion among members about expectations and (10) performance.</td>
<td>8 out 10</td>
<td>7 out of 10</td>
<td>6 or less.</td>
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</table>


Quality Online Course Design Guidelines

Course: ___________________________________________ Date of Review: ________

Faculty Course Creator: __________________________________________

Reviewer: __________________________________________

These best practices guidelines have been compiled from materials produced by the following: Western Cooperative for Educational Telecommunications, Good Practices for Electronically Offered Degree and Certificate Programs (endorsed by the eight regional accrediting commissions, including WASC); the American Distance Education Consortium; Illinois Online Network; and online course review checklists used by the California State University at Humboldt, CSU-Chico, the University of Alaska at Anchorage, and the University of Texas Telecampus.

It is not expected that all items in a category will be found in a course. Teaching and learning of the curriculum determines the best tools to be used. The faculty member, as the Subject Matter Expert (SME) controls the creation of the best learning environment.

Learning Outcomes: Learning outcomes are clearly defined and explained, allowing students to focus on learning activities.

☐ The online course has comparable content and expectations for student learning outcomes and acceptable levels of student performance with the corresponding F2F course.

☐ The learning outcomes described in the course are documented through exams/quizzes, journals, papers, projects, and/or portfolios.

☐ The course syllabus gives the student an accurate and comprehensive overview of learning outcomes, assignments and exams, expectations, course policies (e.g., late papers, make-up exams), access information, grading, and other essential information. The intent is this information is available the first day of the term.

Discussion:

Resources and Course Materials: Course materials foster learning in the online environment. Effectiveness of the technology and presentation of content is monitored throughout the course.

☐ The instructional materials support the stated learning outcomes and have sufficient content for the student to learn the subject.

☐ Course materials are organized in logical order over the term.

☐ Lectures, notes, readings, and other materials are posted in platform-free format (e.g., PDF, RTF, PPS); students have the option of printing at least some materials.

☐ The instructor has complied with the Copyright Guidelines from Edwin H. Mookini Library before using copyrighted materials. http://library.uhh.hawaii.edu/lib_services/policies/copyright.htm and, if needed, used the additional resources on Copyright Fair Use from the University of California. http://www.universityofcalifornia.edu/copyright/fairuse.html#5
Course materials are presented in a variety of formats in addition to print text, such as streaming video, narrated PowerPoint presentations, PDF files, movies, web conferencing, live capture lectures and discussions. Assignments engage students in active and interactive learning, such as problem-solving, discussion board interaction, PowerPoint presentations, small-group reports to the class. The course offers simple and reliable means for students to submit assignments and for instructors to return them. The instructor provides links to capitalize on rich website content, archives and other online information resources. Instructions for assignments are explicit about what students should be able to do, the conditions under which the student should produce the assignment, and how well the student should perform; rubrics are provided for assignments.

Discussion:

Access: The instructor ensures that students can access online materials as easily as in face-to-face courses.
- Provide access to the course through password/registration process to authenticate student identity.
- The course website/syllabus includes the university's disability statement.
- The website/syllabus lists the technological requirements for the course: hardware, software, level of access to the internet, student skill levels.
- Content pages have links that are self-describing and meaningful. All images are tagged for user by screen readers.
- The course demonstrates sensitivity to readability issues (i.e., avoids the use of colored text or other bright colors).

Discussion:

Online Communication: The online course offers frequent and personal student-instructor interaction.
- The course website/syllabus provides a welcome to the course and a self-introduction by the instructor.
- Clear standards of realistic timelines are set for instructor response and availability.
- The instructor provides course-specific email to respond reliably and promptly (within 24 to 72 hours) to student questions and requests for assistance or to indications that a student is not able to manage the online environment.
- The instructor is available as stated in the syllabus to students via course email, course chat room, discussion board, and/or such free web systems as Ning, Skype, or Sight Speed.

Discussion:

Community Building (Optional): The online course fosters a sense of community for those whom this is a desired outcome.
- The requirements for course interaction are clearly stated.
Students are requested to meet each other online through autobiographical sketches, one-minute movies, or other presentations posted on a course forum, with or without student photos.

Students are provided with opportunities to interact with each other via frequent asynchronous postings addressing course content, monitored by their instructor.

The course website/syllabus includes a course netiquette statement or links to netiquette web pages.

Students are provided with opportunities to participate in small group discussions and team projects, presenting the results to the class on the course website.

Assessment and Evaluation: Through assessment and evaluation of student learning, the instructor is systematically and regularly assessing learning.

Assessments and evaluations are tailored to the learning outcomes described within the course.

The instructor provides fast, focused, and frequent feedback on student assignments, quizzes, and exams.

Feedback/grades are recorded and easily accessible to students.

Instructor develops simple, appropriate grading rubrics and provides them with assignments so students know how they are being graded.

Instructor returns assignments with comments (via commenting within the Assignment tool, Word "Insert Comments," or other commenting capabilities) and/or with filled-in rubrics.

Best performances are posted on the course website (via Announcements or Discussion) as models for all students.

The performance of students in online courses is regularly compared with those of students in the corresponding F2F courses, with a view to improving teaching and materials in both kinds of courses.

Learner Support: Course provides information and resources to promote learner success.

The instructor provides links to technology tutorials and other aids.

The instructor provides instructions on where students can obtain technical support.

The instructor provides links and/or training in accessing and navigating the online environment is provided.

Students who lack internet access from home are offered alternatives (i.e., allowed to copy non-copyrighted materials onto their flash drives or are offered course materials on DVD/CD).

Welcome email and syllabus provides instructions on how to get access to library databases for those courses in which databases are used. [OL librarian will provide paragraph for insertion].

Summary of Discussion:

This course demonstrates quality course design and has earned the Certificate on this date.

Discussion: