

University of North Texas at Dallas  
Fall 2017  
SYLLABUS

**COMM 2311.001: Introduction to Social Media    3 HRS**

<b>Department of</b>	Languages and Communication	<b>School of</b>	Liberal Arts and Sciences
<b>Instructor Name:</b>	Sara J. Holmes		
<b>Office Location:</b>	DAL 1 301B		
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<b>Email Address:</b>	<a href="mailto:Sara.Holmes@untdallas.edu">Sara.Holmes@untdallas.edu</a>		
<b>Office Hours:</b>	MTWTh 9:00 – 10:00 am; M 1:00 – 4:00 pm; W 2:00 – 4:00 pm; TTh 1:00 – 2:30 pm; and by appointment		
<b>Course Format/Structure:</b>	100% Face to Face only.		
<b>Classroom Location:</b>	DAL 1 304		
<b>Class Meeting Days &amp; Times:</b>	MW 10:00 – 11:20 am		
<b>Course Catalog Description:</b>	Study and application of social media communication and strategy, including social media platforms and user devices, message distribution, and personal and professional online, social environments.		
<b>Prerequisites:</b>	ENGL 1313		
<b>Co-requisites:</b>	None.		
<b>Required Text:</b>	<ul style="list-style-type: none"> <li>• Humphries, A. (2016). <i>Social media: Enduring principles</i>. New York: Oxford. (ISBN: 978-0-19-932843-7)</li> <li>• Readings posted on Blackboard</li> <li>• Our class blog: <a href="https://comm2311.tumblr.com/">https://comm2311.tumblr.com/</a></li> <li>• Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer</li> <li>• American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2)</li> </ul>		
<b>Recommended Text and References:</b>	<ul style="list-style-type: none"> <li>• Fuchs, C. (2016). <i>Social media: A critical introduction</i>. Thousand Oaks, CA: Sage. (ISBN: 978-1-4462-5731-9)</li> <li>• OWL Purdue Online Writing Lab at <a href="http://owl.english.purdue.edu/owl/resource/560/1/">http://owl.english.purdue.edu/owl/resource/560/1/</a></li> <li>• Additional handouts/materials may be supplied in class or posted to Blackboard.</li> </ul>		
<b>Access to Learning Resources:</b>	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> e-mail: <a href="mailto:Library@untdallas.edu">Library@untdallas.edu</a> UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			
1	To identify major social media platforms and the role they play.		
2	To understand how to create content for various social media platforms.		
3	To communicate effectively through a blog platform.		
4	To use social media professionally and strategically.		
5	To establish an online presence for professional advancement.		

<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Apply multiple communication perspectives to make sense of social media adoption and use, through class discussion, the theory paper and the final projects.
2	Understand the various methodological approaches that can be used to study social media by applying class discussion to reading material.
3	Discuss social media intelligently using appropriate language and terminology derived from scholarly papers and class discussion.
4	Understand the implications of social media for a variety of social issues through the course readings and class discussion.
5	Think abstractly about the role of social media in personal and organizational contexts during class discussion and while writing the final paper.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates	Course Content	Assignments/Readings Due
<b>Week 1 – Introduction</b>		
Monday, 8/21	<b>Course introduction</b> Set ground rules and guidelines Why study Social Media? <b>Introductory Exercise</b>	
Wednesday, 8/23	<b>What is Social Media?</b>	Fuchs book, chapter 2
Blog Assignment: Join Tumblr and the class blog. Make your initial post using any one of the posting formats available to you through Tumblr. You may share anything you like in this initial post; however, make sure you stay within the confines of taste and decorum expected of colleagues communicating in a professional environment.		
<b>Week 2 – Defining Social Media</b>		
Monday, 8/28	Chapter 2: “The Communication Model: What is Social Media?”	Humphries book chapter
Wednesday, 8/30	“What Is the Social in Social Media?” <b>Syllabus Quiz</b>	Lovink article <b>DUE: Syllabus contract</b>
Blog Assignment: How do you define social media? Are there any sites that we “traditionally” do not consider social media that you would include in that category? What makes them social? What does the exclusion of some media sources say about our understanding of social media?		
<b>Week 3</b>		
Monday, 9/4	<b>Labor Day – No Class</b>	
Wednesday, 9/6	Chapter 4: Measuring Social Media “Critical Questions for Big Data”	Humphries book chapter boyd & Crawford article
Blog Assignment: What are the benefits of measuring media? What are the challenges? What implications are there in conducting social media research for individual privacy?		
<b>Week 4 - History of Social Media</b>		
Monday, 9/11	Chapter 3: “A Brief History of Computer-Mediated Communication”	Humphries book chapter
Wednesday, 9/13	“Social Network Sites: Definition, History, and Scholarship”	boyd & Ellison article
Blog Assignment: Pick a pre-web technology and compare it to one of your favorite websites, apps, or games (e.g. record player vs. Spotify). Hint: What’s the difference between the internet and the web?		
<b>Week 5 – Social Media and Participatory Culture</b>		
Monday, 9/18	Chapter 5: “User Interaction and Co-Creation”	Humphries book chapter
Wednesday, 9/20	“YouTube as a Participatory Culture” “Making Media Participatory”	Chau article Spurgeon & Edmond article
Blog Assignment: Pick an online site that you participate in (something smaller than “Facebook” or “Twitter,” e.g. a particular Facebook community, or a fan forum for a sports team). Do you consider it a “community”? Why (not)?		

### Week 6 – Social Media and Identity

Monday, 9/25	Chapter 7: “Digital Inequality, Age, and Social Class”	Humphries book chapter
Wednesday, 9/27	“The Spatial Self: Location-Based Identity Performance on Social Media” “The Discursive Construction and Performance of Gendered Identity on Social Media”	Cook & Hasmath article Schwartz & Haleboua article

Blog Assignment: Select a politician’s Twitter account. Analyze their speech. How do they craft their identity? What do you know about them, based on their tweets? Compare this with a musician or celebrity’s account (e.g. @kimkardashian or @rihanna). Struggling to find a source? Look up your hometown Senator or Representative: <http://www.contactingthecongress.org/>. **N.B. Donald Trump is not an eligible candidate for this assignment.**

### Week 7 – Social Media and Identity

Monday, 10/2	Chapter 8: “Race and Gender”	Humphries book chapter
Wednesday, 10/4	“Multiple ‘Faces’ of Indian Identity: A Comparative Critical Analysis of Identity Management on Facebook by Asian Indians Living in India and the US” “Queer Identity Management and Political Self-Expression on Social Networking Sites A Co-Cultural Approach to the Spiral of Silence”	Roy article Fox & Warber article

Blog assignment: Peruse [www.knowyourmeme.com](http://www.knowyourmeme.com)’s Meme Database for a half hour or so. Pick a meme (either one you found there or one you were previously familiar with) and write a quick analysis of what the meme involves. What do memes have to say about power and social capital?

### Week 8 – Short Reports due in Blackboard Sunday 10/8, 11:59 pm

Monday, 10/9	<b>Oral Presentations of Short Reports</b>	
Wednesday, 10/11	<b>Oral Presentations of Short Reports</b>	

Extra Credit Blog Assignment: This is a creative blog assignment post. After reviewing the different social media etiquette rules and completing the short report assignment, propose other ways to violate social media etiquette. What are social media violations we may not know, yet, but that may become real in the [very] near future?

### Week 9 – The Economics of Social Media

Monday, 10/16	Chapter 14: “ Economic and Legal Structures”	Humphries book chapter
Wednesday, 10/18	“Online Trust, Trustworthiness, or Assurance?” “From Friendfunding to Crowdfunding”	Cheshire article Borst, Moser, & Ferguson article

Blog Assignment: Select a social media site and do a Google search about that site. Who owns it? Who is its parent company? How do you think this impacts the voice of members of that site? Do they censor anything? Is there content that they do not censor, but you think they should?

### Week 10 – Case Study: Google and Ideology

Monday, 10/23	<b>Google: Good or Evil Search Engine?</b>	Fuchs book, chapter 6
Wednesday, 10/25	“Algorithmic Ideology” “Gramsci and the Theory of Hegemony”	Mager article Bates article

Blog Assignment: Select a specific Internet or social media company. Try to find out how the company presents the working conditions of its employees in public discourse. Register at glassdoor.com (you have register to get full access to reviews). Collect reviews about a specific job category at your selected company. Use these to analyze the working conditions are like at this company.

### Week 11 – Case Study: Facebook

Monday, 10/30	<b>Facebook: A Surveillance Threat to Privacy</b>	Fuchs book, chapter 7
Wednesday, 11/1	“The Benefits of Facebook ‘Friends.’ Social Capital and College Students’ Use of Online Social Network Sites” “Connection strategies: Social capital implications of Facebook-enabled communication practices”	Ellison, Steinfeld, and Lampe articles

Blog Assignment: Based on our discussion of the surveillant nature of Facebook, what other parallels can you see with other social media sources? How do we surveil each other (nevermind what the government does to us)? What problems does this pose to the argument to limit [government] surveillance of the public?

**Week 12 – Case Studies: Twitter, Instagram, Snapchat**

Monday, 11/6	<b>Twitter and Democracy: A New Public Sphere?</b>	Fuchs book, chapter 8
Wednesday, 11/8	“Social media and loneliness: Why an Instagram picture may be worth more than a thousand Twitter words” “‘Snapchat is more personal’: An exploratory study on Snapchat behaviors and young adult interpersonal relationships”	Pittman & Reich article  Vaterlaus, Barnett, Roche, and Young article

Blog Assignment: Choose a social media technology we’ve never discussed in class. Post a brief analysis of its affordances and norms, and how it may impact social or political issues. (The point of this assignment is to show that you can use the tools developed in this class to discuss technologies that we can’t even imagine yet!)

**Week 13 – Social Media’s Influence on Newsmaking**

Monday, 11/13	<b>WikiLeaks: Can We Make Power Transparent?</b> “WikiLeaks: The Illusion of Transparency”	Fuchs book, chapter 9 Roberts article
Wednesday, 11/15	“Social media and fake news in the 2016 election.” “It’s not Fake News, It’s Web Dung” (Chicago Tribune) “The Real Story About Fake News Is Partisanship” (The New York Times)	Allcott & Gentzkow article Huppke article Taub article

Blog Assignment: How have governments responded to Wikileaks? Do you think these reactions are reasonable or not? Should there be limits on internet free speech?

**Week 14 – Social Media and Democratization of Information**

Monday, 11/20	<b>Wikipedia: A new Democratic Form of Collaborative Work and Production?</b>	Fuchs book, chapter 10
Wednesday, 11/22	“‘An Encyclopedia, not an Experiment in Democracy:’ Wikipedia Biographies, Authorship, and the Wikipedia Subject”	Graham article

Blog Assignment: What are the challenges of sites such as Wikipedia? Research (briefly) other open-source sites that allow the public to change and edit content. How do these sites compare with Wikipedia? What controls are in place with them?

**Week 15 – Social Media and Political Life**

Monday, 11/27	Chapter 13: “Political Life”	Humphries book chapter
Wednesday, 11/29	“Facebook as a Tool for Producing Sociality and Connectivity” “The Internet, Public Spheres, and Political Communication: Dispersion and Deliberation”	van Dijck article  Dahlgren article

No Blog Assignment. Work on your final paper.

**Week 16 – Final Papers due in Blackboard Sunday, 12/3, 11:59 pm**

Monday, 12/4	<b>Final Research Project Presentations</b>	
Wednesday, 12/6	<b>Final Research Project Presentations</b>	

Final Blog Assignment: This assignment is in lieu of a final examination. Write a final blog post evaluating your growth throughout the semester. Think about your expectations on the first day of class. What did you want to accomplish? Who are you now versus who you were at the start of the semester? Are you “a better version of yourself?” In what ways? What concepts from our course did you master? What concepts were challenging for you to consider and/or address? Discuss your continued plans for improvement, i.e. on what would you like to continue to work? **N.B. The assignment for this blog post is not included in the Blog grades. It has its own separate grade.**

**Finals Week – Self-Analysis due on the class blog Sunday, 12/10, 11:59 pm**

Monday, 12/11	<b>Oral Presentations of Self-Analysis</b>	10:00 am – 12:00 pm
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## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Participation and In-Class Exercises (175 points):** Small assignments consisting of in-class exercises, small group exercises, and discussion groups make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few class meetings is dangerous to your grade. Participation credit is awarded daily and CANNOT be made up, even with an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
2. **Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
3. **Blog Posts (150 points):** This is a course about social media and, as such, we will be incorporating social media use into the course. There will be weekly blog posts to address topics relevant to the week's discussion. You will find the prompts for each blog post in the course calendar. All blog posts are due on Sunday by 11:59 pm.  
  
To join our blog, you will need to create and verify an account with Tumblr before you will be allowed to post anything. After you have created a Tumblr account, send me an email with your email address, so I can send you an invite to the blog.  
  
N.B. Please maintain a mindset of flexibility when it comes to blog posts. Although the topics are scheduled with preset blog questions, life is always in motion and we may find a weekly topic or questions change based on some upset or event in social media, direction of class discussion, etc.
4. **Short Report (150 points):** At the midterm point of the semester, you will be required to write a paper reflecting on social media use and expectations. For this assignment, you will be expected to breach some aspect of social media etiquette (within reason, i.e. do not break the law) and write a report on the experience. Address questions, including what you did, why it is a violation of netiquette, how you responded to the situation, how others responded to your breach of protocol, and why you think this happened. This short paper includes a research component, wherein you will examine relevant research to help you explain what you did and reactions of both you and others. This is a 3-4-page, typed, double-spaced (APA formatted) paper due at the start of the 8<sup>th</sup> week of class. During the 8<sup>th</sup> week of class about your paper and what you learned from the process. The full assignment description will be made available on Blackboard in the assignment file.
5. **Class Discussion Facilitations (200 points):** Working in a small group, you will lead discussion during two separate class meetings. On the dates you and your partners select, you must be prepared to organize the class discussion, providing relevant handouts or sharing visuals that highlight the concepts you are covering for the selected class period. Each facilitation will be 45 minutes in length. Date selection for these assignments will be done during the first two weeks of class.
6. **Final Research Project and Presentation (250 points):** At the conclusion of this semester, you will submit a research project based on what you have learned about social media through our course, your life experiences, and your own personal research. You will research some sociocultural issue related to social media. Subject matter may include but not be limited to social movements who have used social media to gain/maintain momentum, identity and representation through social media, ownership of social media, any of the topics we have discussed in class, etc. This is an assignment with a graded research component and will consist of both a paper and a formal presentation of your research in class. The major research project may be done individually or with a partner. An individual paper should be 5-7 pages. You must include a references page and appropriate citation in APA style. This assignment requires the use of a minimum of 5 scholarly sources (not including the text book or websites). You may, of course, use the text, class readings, and websites, but they will not count toward your required 5 scholarly (peer-reviewed) sources.  
  
In addition to the written piece you will present the key points and findings of your final paper to the class. For your presentation, you will have 7-8 minutes to share with your audience what you learned about social media from your research project. See the course calendar for scheduled presentation dates.
7. **Self-Analysis (50 points):** The final blog post and presentation for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to appear at the last

class meeting will result in a 0 for this assignment.

## Extra Credit Opportunities

Extra credit is given at the discretion of the instructor and may include, but is not limited to:

- After reviewing the different social media etiquette rules and completing the short paper assignment, propose other ways that we might violate social media etiquette. This is a creative blog assignment post. Think of the social media violations that we may not know, yet, but that may become real in the [very] near future. This extra credit assignment must be completed by the conclusion of Spring Break. This is an extra credit opportunity worth **up to 25 points**.

**PLEASE NOTE:** Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT**. Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

## Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Participation and In-Class Exercises	175 points
Syllabus Quiz	25 points
Blog Posts	150 points
Short Report	150 points
Class Discussion Facilitations (100 points each)	200 points
Final Research Project and Presentation	250 points
Self-Analysis	<u>50 points</u>
<b>Total</b>	<b>1000 points</b>

Your final grade is based on a total out of 1000 points.

900-1000 = A      800-899 = B      700-799 = C      600-699 = D      599 ↓ = F

## University Policies and Procedures

**Students with Disabilities (ADA Compliance):** The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

**Course Eval Policy:** Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup



assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

**Exam Policy:** Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at

[http://www.untDallas.edu/sites/default/files/page\\_level2/hds0041/pdf/7\\_001\\_student\\_code\\_of\\_conduct\\_may\\_2014.pdf](http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf) Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

**Attendance and Participation Policy:** Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

**Bad Weather Policy:** Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

## Class Policies and Expectations

### Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

### Missing Class

To help you get information about any class that you miss, you can use the 'buddy system.' Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: \_\_\_\_\_

Buddy Name: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

### **Social Media Account Creation**

In this course, students will be required to open accounts on various social media sites. Students may use their real name or develop an anonymous online persona on these accounts. Some assignments require posting to these accounts.

### **Social Media Policy**

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I definitely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either post it through the class blog or use the hashtag **#2311socialmedia** on the various social media platforms so I can find what you are referencing. (If it is a less visible/newer social media platform than those in common use, it may be best to share it to our class blog.)

### **Plagiarism**

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

### **Inclusive Language and Intercultural Diversity**

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

### **Citizenship**

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

### **Mobile Technology Policy**

Although we are a class committed to evaluating social media, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

### **Presentation Policies**

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. Any props you choose to use **MUST** be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. All presentation topics must also be approved. Please be considerate and sensitive when choosing presentation topics. Please also be sensitive to the topic choices of others. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers’ presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

### **Grade Disputes**

Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the



instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

### Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

### College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

*In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:*

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1” Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

***\*\*\*If these requirements are not met, points will be deducted from your paper grade.\*\*\****

### Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 <sup>rd</sup> Floor <a href="http://www.untDallas.edu/aas/tutoring">http://www.untDallas.edu/aas/tutoring</a>	Campus Police Founder's Hall, 131 972.780.3009

### Key Dates

Please take note of the following key dates for the fall 16-week session:

**08/20/17** Last Day for 100% Tuition Refund  
**08/21/17** First Day of Class  
**08/24/17** Last Day to Add Classes  
**08/25/17** Last Day for 80% Tuition Refund  
**09/01/17** Last Day for 70% Tuition Refund  
**09/04/17** Labor Day – No Classes

**09/06/17** Census Day  
**09/06/17** Last day to drop a class without a “W”  
**09/11/17** Last Day for 50% Tuition Refund  
**09/18/17** Last Day for 25% Tuition Refund  
**11/03/17** Last day to drop a class with a “W”  
**11/23-11/26/17** Thanksgiving Break – No Classes  
**12/11-12/16/17** Final Exams

## Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
  - Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
  - Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
  - Generally, teachers are more experienced at assessing student work than the students themselves.
  - Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
  - Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
  - Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.
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## COMM 2311

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

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NAME

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DATE