



TRUE BLUE CORE

COMM 2830 – Introduction to Online Communication

INSTRUCTOR INFORMATION

Professor:

email:

phone:

Office Hours:

COURSE INFORMATION

Seminar Overview

Internet technology has transformed human communication practices and social networks, shaping how we communicate with friends, families, groups, broader communities, public audiences, and ourselves. In this course, students will overview theories and contexts of online human communication, focusing on its uses for managing interactions, developing interpersonal and intercultural relationships, collaborating in workplaces, impacting publics, and developing social, cultural, and organizational identities and communities. Through critical analysis and skill-building activities, students will gain deeper understanding of the practical and intellectual issues associated with computer-mediated communication.

True Blue Core Category: Explorations in Human Society and Social Relationships

OBJECTIVES AND OUTCOMES

Upon successful completion of **COMM 2830**, students should be able to:

- Describe key concepts and theories of online human communication.
- Identify uses of online communication in interpersonal and intercultural relationships, groups, organizations, and publics.
- Evaluate how online communities use social media networks.
- Critique how online human communication influences identities and beliefs.
- Think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

TOPICS COVERED

- Introduction to Online Human Communication
- Theories and Contexts – Impersonal, Interpersonal, and Intrapersonal
- Theories and Contexts – Group and Organizational
- Applications
- The Future of Online Human Communication

COURSE MATERIALS

Required Textbooks

- *Computer-Mediated Communication: A Theoretical and Practical Introduction to Online Human Communication*, 1st ed. by Caleb T. Carr (ISBN 9781538131701)
- Additional materials are posted on D2L.

GUIDELINES FOR INTERACTIVE LEARNING

Culture

As a learning community, each class produces its own culture. As we discuss and learn about online human communication and its role in maintaining relationships and identities, it is likely we will encounter ideas and experiences that are unfamiliar, and which may make us uncomfortable. While this can be an exciting and interesting opportunity, it simultaneously can challenge us. Through reflexive, respectful, and mindful communication I want to build a classroom climate that is comfortable for all. Though we will practice open engagement in our discussions, we ground our communication in respect for difference of identity, race, sexuality, gender, age, class, and nation. Practice this in verbal and written communication.

Communication Studies – Commitment to Justice, Diversity, Equity, and Inclusion

The Dept. of Communication Studies celebrates and affirms differences among people from all backgrounds. We embrace diversity both seen and unseen, strive for inclusion for students, faculty, and staff, commit ourselves to equity in interaction and process, and actively promote social justice for all persons. Our department cultivates an environment that empowers individuals from underrepresented and/or historically marginalized groups. We serve our students, campus, and community by developing communication skills that promote understanding, respect, empathy, and critical thinking.

Statement of Teaching Philosophy

As a teacher, my goal is to help students become independent thinkers by exploring ideas and discovering new ways of seeing themselves and the world. In doing so, I do not wish to impart my visions to you, but rather to provide critical tools you can utilize to develop your own visions. To this end, note: Because this course will require discussion on a variety of contemporary and at times controversial topics, it is likely that different perspectives will be held by class members. Different perspectives are welcome! Please present your comments and views respectfully, consider views that are unlike yours, and think about: from where do your positions and beliefs originate? How are your positions and beliefs influenced by cultural

environments you are immersed in? What evidence supports your position? What evidence supports positions that are contrary to yours?

Class Participation

Actively participating in discussions and other activities is required. Please adhere to the following:

- you are expected to log into the course a *min.* of 3x a week; more often is encouraged;
- communication with other students is expected on a regular basis;
- you are expected to ask questions when material is unclear, during the time the material is being presented. Do not wait until the day before the due date to clarify course material!
- adhere to all due dates and deadlines as listed in your course calendar;
- use the Course Q&A Board when you have questions about course content;
- communicate with the instructor as a learning resource;
- check the course homepage for important announcements from the instructor.

Course Ground Rules

The following are expected of all students in this course:

- learn how to navigate the learning system; refer to D2L resources in the course for help;
- use the D2L course email or mtmail as opposed to a personal email address;
- address technical problems immediately; and
- be respectful to your instructor and peers; refrain from derogatory statements; work to establish a cooperative climate where differences are appreciated.

Attendance Reporting

MTSU Administration requires that instructors complete an attendance report for each course each semester. Regular class attendance is required and will be monitored by: the D2L system report; participation in the discussion board; and timely submission of course assignments. If several class assignment submissions are missing, student attendance will be reported as “no longer attending.”

Email

Per the [Family Educational Rights and Privacy Act \(FERPA\)](#) all course communication will be conducted using an institutionally assigned email account. Faculty will not respond to student emails via a non-institutional assigned email, e.g. a gmail or yahoo account. I will attempt to respond to emails within 24 hours (longer on weekends). If you do not receive a reply, assume that your email was not received and try again. Email communication should be treated with the same respect as a face-to-face interaction, including an appropriate greeting and concise message without spelling or grammar errors.

ASSESSMENT AND GRADING

Assignments

Discussions – 250 points (30% of your grade) (5 @ 50 points each):

Each Module discussion board is graded on the basis of 50 points, and requires responding thoroughly to the two required prompts in each discussion. You will need to respond to at least two peers, and incorporate and cite appropriate course materials, in your original post as well as your responses. Your initial post (containing your responses to both prompts within each individual discussion board) must be a minimum of 400 words. Your responses must be a minimum of 150 words each. Review online instructions and the Discussion Rubric for full posting procedures and evaluation criteria.

Quizzes – 250 points (32% of your grade) (13 @ 20 points each):

The quizzes cover information from our textbook chapters with the purpose of demonstrating comprehension of readings and offering insight into gaps in students' knowledge/understanding. Each timed (30 minute) quiz consists of ten multiple choice and true and false questions. *It is recommended that you (1) Read the chapter before beginning the quiz, and (2) Take notes on the chapter while you are reading.* Although the quizzes are open book, this method will aid you in better grasping the material and decrease the amount of searching for answers you will need to do during the timed quiz. Your answers will save along the way but, make sure to hit the submit button when you are done.

Email Assignment – 40 points (5% of your grade):

For this assignment, you will write an email to your professor, explaining to her

1. the most interesting/useful thing you've learned in the class so far, and
2. your personal uses of CMC,
3. your professional uses of CMC, and
4. how you believe improving your computer-mediated communication can contribute to your professional career goals and/or personal communication effectiveness.

The format of your email should follow the 5 steps laid out in the "[How to Write a Professional Email](#)" reading, and should also apply the other two readings assigned on this topic.

Online Community Assignment - 225 points (27% of your grade):

For the two part Online Community Assignment, you will take what you are learning in the class and *apply it to an online community you observe or participated in over the course of at least two weeks.* This project will involve written components accompanied by the design of a PowerPoint or Keynote presentation, and a log of your interaction with the community. Review online instructions and rubrics for full procedures and evaluation criteria.

Final Responses/Reflections – 50 points (6% of your grade)

For the final reflections, you will be assigned two peers whose final critical analyses you will respond to. Review online instructions and rubrics for full procedures and evaluation criteria.

Grading Procedures

Assignment	Points
Discussions (13)	250
Quizzes	150
Email Assignment	40
Online Community Assignment	225
Final Responses/Reflections	50
Total	825

Grading Scale

The final grade ranges are as follows:

90.0 – 100.0 %	A
87.0 – 89.99 %	B+
83.0 – 86.99 %	B
80.0 – 82.99 %	B-
77.0 – 79.99 %	C+
73.0 – 76.99 %	C
70.0 – 72.99 %	C-
60.0 – 69.99	D
Below 60.0	F

Late Work

Any late work must be approved and will automatically receive a 10% (full letter grade) penalty. Penalty will only be waived if the late work is submitted before grading is completed. It is the student's responsibility to communicate about the situation, and it is up to the professor's discretion whether approval is given. Late assignments will not be approved for students who wait until the end of the semester to communicate about missed deadlines.

Format, Grammar, Style

I have a high expectation for writing at the college level. Errors in basic grammar, usage, spelling, parallelism, etc. will result in a lowering of the grade on your assignment(s). All formalized writing is expected to adhere to the conventions of APA, MLA, or Chicago style for both formatting and citation.

Incomplete Grades

Incomplete grades are given rarely and only in extenuating circumstances. The information below can be found in the Graduate Catalog under [Academic Regulations](#).

- The grade I indicates that the student has not completed all course requirements due to illness or other uncontrollable circumstances, especially those which may occur toward the close of the term. Mere failure to make up work or turn in required work on time

does not provide a basis for the grade of I unless the extenuating circumstances noted above are acceptable to the instructor. When a student fails to appear for a final examination without known cause, the grade to be reported should be determined as follows: If the student has done satisfactory work to that point, the grade I may be reported on the assumption that the student was ill or will otherwise present sufficient reason for official excuse; if the student has attended irregularly and has not done satisfactory work to that point, the grade F should be reported.

- The “incomplete” must be removed during the succeeding semester, excluding summer. Otherwise, it converts to a grade of F. A student should not make up the “incomplete” by registering and paying again for the same course. The I grade carries no value until converted to a final grade.

Academic Integrity/Misconduct

Please review the information on [Academic Integrity and Misconduct](#). The instructor will be submitting materials to an online service (Turnitin.com) which will review the work for plagiarism. Students should also review the report generated for each assignment and self-check for plagiarism. Information on how to cite work correctly is provided within the course modules or through the [University Writing Center](#). You may read more about how to avoid plagiarism from the [Office of the University Provost](#).

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Such conduct includes, but is not limited to:

- Submitting as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other projects prepared by another person
- Knowingly assisting another student in obtaining or using unauthorized materials
- Submitting assignments previously used in other courses where you received credit for the work
- Improperly crediting or lack of crediting an original author’s work

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. *Therefore, using these tools without proper citation constitutes plagiarism.* Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It’s imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a grade of zero and / or be reported for academic misconduct as stated below.

Students guilty of academic misconduct are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions (including expulsion from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.

Cheating & Plagiarism

Anyone caught cheating or committing a willful act of plagiarism may receive a zero for the assignment and any subsequent offenses may result in a final grade of F for the course.

STUDENT RESOURCES

MTSU offers the same services to online learners that are offered to on-campus students. Many of the services have been web-enabled to allow distance learners easier access. For more information, visit [MTSU Online Student Services](#).

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, using the course web site tools, should be encouraged to contact the [MTSU Help Desk](#) online (24/7) or at 1-615-898-5345.

[D2L Resources](#) are available to MTSU Online Students. You can also find help for some of the basic functions of D2L used most often directly in your D2L course under the module titled D2L Help for Students.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the [Disability & Access Center \(DAC\)](#) website and/or contact the DAC for assistance at 615-898-2783 or [DAC Email](#)

I am also aware that some students suffer from “invisible” disabilities, mental health issues, and various stressors college brings, and that you may or may not be registered with the DAC. If this is true for you, you are still welcome to communicate with me about the challenges you are facing, so that we can assess your options.

Tutoring & More

MTSU Online supports multiple [Online Student Services](#).

Grade Appeals

[University Policy 313, Student Grade Appeals](#), provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX & Resources for Sexual Violence

Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review [MTSU’s Title IX website](#) for resources.

Sexual violence is an experience faced by many college students. Please be familiar with what constitutes sexual violence, and what to do if you or someone you know is experiencing it:

<https://www.mtsu.edu/sexual-violence/>

MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to [MTSU's Title IX website](#) or contact information and details.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact the MTSU Food Pantry at 615-898-2111 or mtonestop@mtsu.edu. You are also welcome to visit the MTSU Food Pantry at the MT One Stop, fill out our [Food Pantry Online Request](#), or speak with your instructor to get the assistance and resources you need.

The American Democracy Project - Voter Registration

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates enrolled at institutions that are members of the American Association of State Colleges and Universities (AASCU). The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. Currently more than 250 campuses participate in the American Democracy Project. To find out your voter registration status, go to [American Democracy Project: Get Registered](#) today.

The True Blue Pledge

I am True Blue

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!