

EDTC 3325

Syllabus

*Computer Mediated Communication*

**INSTRUCTOR NAME** DR. JANET MARTINEZ

**TERM:** SPRING 2018

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**MEETING TIMES AND LOCATION:** ONLINE

**OFFICE LOCATION:** MAIN 1.306

**OFFICE HOURS:** M-T 10:00AM-12:00PM AND W-F BY APPOINTMENT

\*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

***Response Time:***

Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically 2-5 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

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**Textbook and/or Resource Material**

Required Text

**Title:** *Communication and Collaboration in the Online Classroom: Examples and Applications*

**Authors:** Patricia Comeaux

**Year:** 2011

**ISBN:** 1-882982-50-9

## Course Description and Prerequisites

The course focuses on the use of computer-mediated communication (CMC) and computer-supported collaborative learning (CSCL) in online learning environments. Students will explore, assess, and utilize a variety of current and emerging Web 2.0 technologies to collaborate, share, and deliver effective instructional resources and instruction to virtual learners.

## Learning Objectives/Outcomes for the Course

Upon completion of this course, the learner will be able to:

1. Differentiate between synchronous and asynchronous communication
2. Define and describe Web 2.0 technologies
3. Examine various Web 2.0 technologies for online learning
4. Develop a blog and share it with online learners
5. Create a wiki for an online learning community
6. Establish social bookmarks using Web 2.0 technologies
7. Develop an online presentation using Web 2.0 interactive multimedia

## Alignment of Course Objectives to National and State Standards

### NCATE/CAEP Accreditation

The College of Education and P-16 Integration has earned the prestigious national accreditation through the [National Council for Accreditation of Teacher Education \(NCATE\)](#). This national accreditation is in addition to the regional accreditation earned by the University through the [Southern Association of Colleges and Schools – SACS](#). Earning this accreditation requires a rigorous process that improves a Colleges' assessment and programs. To read more about NCATE, please visit the official [NCATE](#) website.

On October 22, 2015, the boards of the Teacher Education Accreditation Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE) met in Washington, DC, and voted unanimously to consolidate educator accreditation under a new agency, the [Council for the Accreditation of Educator Preparation \(CAEP\)](#).

## Course Technology

### Computer Requirements

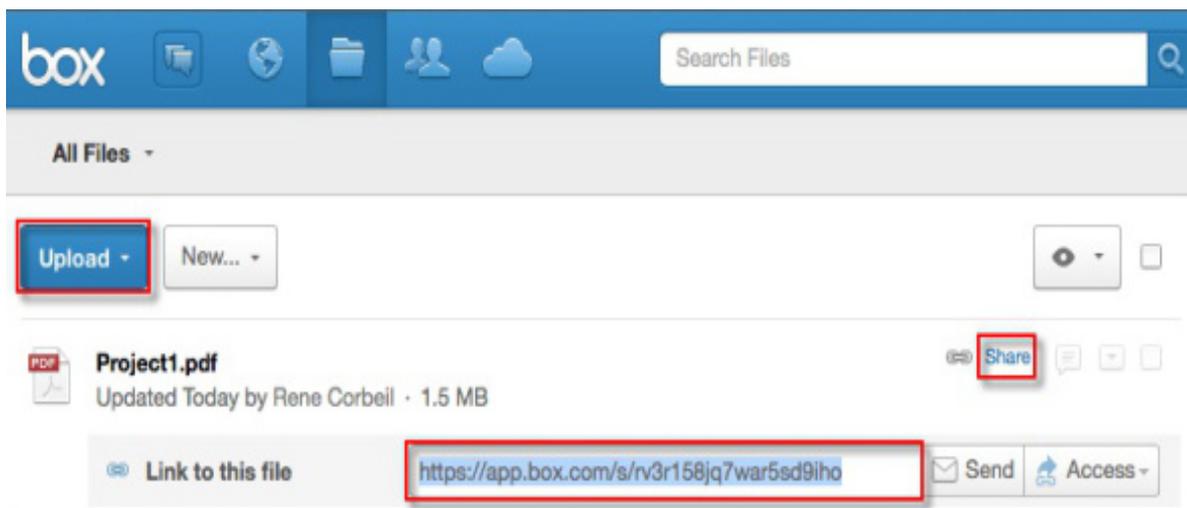
In order to successfully complete this course, you **MUST** have access to a computer with Internet access and an email account. In this course you will also be developing a variety of Web-based instructional materials. The following digital tools will be used throughout the course.

### Cloud-Based Storage Account

In this course you will also be developing a variety of Web-based instructional materials. In order to share these products with your classmates and instructor, they must be saved in an appropriate Web-based format (such as HTML, PDF, MP3, WMV, etc.) and uploaded to a cloud-based storage service. Examples of free cloud-based storage include [Box](#), [Google Docs](#), or [PBWorks](#), or, you may use a [WordPress](#) blog for posting your content online.

If you do not have a cloud storage service already, try Box. Sign up for a free account at: <https://www.box.com/personal>. Please be sure to select a free PERSONAL account.

The screen shot below shows how to obtain the web address (URL/link) for the files you upload in Box.



## Email Account

**VERY IMPORTANT:** All course communications will be sent to your UTRGV email. If you are using a personal email account (ex.: Gmail, AOL, Yahoo, etc.), you will miss important information that is sent out for the course each week. It is very important that you use and read your UTRGV email at least 1 time per day.

Please click [here](#) to read the UTRGV Account Access Frequently Asked Questions to learn how to set up and/or access your UTRGV email and other accounts.

You should expect to spend several hours a week accessing course material, completing assignments by email, and participating in Internet-based activities. You will need access to some basic drawing and web design software, to create diagrams and web pages.

## Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

## Technical Knowledge Requirements

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

## System Requirements/Software

- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Google [Chrome](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard](#) Help Ticket
- Help Contact Information ( UTRGV’s Blackboard Support):

<p><b>Brownsville Campus</b>          Location: Rusteberg Hall Room 108          Phone: 956-882-6697 or 956-882-6792          Monday – Thursday 7:30AM – 7:00PM          Friday: 7:30 AM – 6:00PM</p>	<p><b>Edinburg Campus</b>          Location: Education Building Room 2.202          Phone: 956-665-5327          Monday – Thursday 7:30AM – 7:00PM          Friday: 7:30 AM – 6:00PM</p>
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**Major Requirements, Demonstration of Mastery and Evaluation Assignments and Assessments**

Assignment Descriptions

**I. Class Participation: Discussion Questions (DQs):** Participation is extremely important. After reading the assigned texts, you will submit your viewpoint to an issue question pertaining to the text through the class Discussion Forum. The questions are intended to get you to synthesize, evaluate, and extend your knowledge and understanding of the materials you have read. Class Participation account for 15% of your overall grade. To receive full credit for class participation, each week you must answer the DQs, then comment on at least 2 of your classmate’s responses to the DQs. The quality and dynamics of our discussions will depend entirely upon your participation.

**IMPORTANT:** To receive full credit for class participation in the Discussion Forum you must: (1) respond to the DQ question no later than Wednesday with a well-thought-out and fully developed post (6 points), and (2) write a well-thought-out and fully developed comment on at least 2 of your classmate’s responses (4 points).

**Discussion Forum Due Dates:** Please check the Course Schedule (in the main menu) each week. Your response to the weekly question must be posted by Wednesday and your response to at least 2 classmates must be made within the week of the Discussion Question.

For example, if Week 3 is between Monday, February 1 and Sunday, February 7, your response to the weekly question should be posted by Wednesday February 3 and your responses to at least 2 classmates, need to be posted before Sunday, February 7 at midnight (Central time). Responses to the question or classmates posted after the week of the DQ has ended will not earn participation points.

The online class discussions will be graded for:

1. **Frequency**- number and regularity of your discussion comments, and
2. **Quality**- content of your contributions
  - Frequency- number and regularity of your contributions. Students are expected to log into the course and post (respond) in the threaded discussion topics on a minimum of three separate days per week, beginning no later than Wednesday.
  - Quality- content of your contribution. Examples of quality posts include:
    - Providing additional information to the discussion;
    - Elaborating on previous comments from others;
    - Presenting explanations of concepts or methods to help fellow students,
    - Presenting reasons for or against a topic in a persuasive fashion,
    - Sharing your own personal experience that relate to the topic, and
    - Providing a URL and explanation for an area you researched on the Internet.

<b>Quality Measurement</b>
<b>High</b>
Your contributions to each topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.
<b>Medium</b>
Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.
<b>Low</b>

You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.

Unsatisfactory

You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". If you are not in the discussion, you do not earn any points.

We look forward to your participation.

**II. Projects:** Students will complete three projects to demonstrate their understanding of various Web 2.0 technologies used to communicate and collaborate in an online classroom. Each project will have an independent rubric including a section for instructor feedback. Projects will be evaluated based on your compliance with the established criteria on the evaluation rubrics. Refer to the Projects page in the main Blackboard course menu for more information.

- **Project 1: (Group Project): Educational Blog.** Educational blogs are created by individuals to share educational topics, communicate, collaborate, and educate the online community through text, photos, music, or videos. In this group project, the class will work as a team to develop a class blog. Each person will contribute to the blog by providing a one page synopsis of a technology tool that can assist in e-learning or online corporate training.
- **Project 2: Educational Wiki/Social Bookmarking.** Using two Web 2.0 technology tools, such as [PBWorks](#) or [Wikispaces](#) and [Del.icio.us](#), you will develop a team wiki and a social bookmarking site. A wiki is an editable website that enables people to work, communicate and collaborate asynchronously. Social bookmarking has become a preferred way of saving favorite websites for later use by individual or groups of online users.

- **Project 3 (Group Project): Web 2.0 Interactive Presentation.** Using a free, web-based, Web 2.0 application for communicating and collaborating through recorded text or audio comments, you will work as a team to develop an interactive multimedia presentation. [VoiceThread](#) is a free Web 2.0 application that can be used to share stories through videos, images, audio, or text. It's an excellent way for online users to collaborate and comment on their stories.

## COURSE ORGANIZATION & ONLINE TOOLS

### Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [My UTRGV](#) site and under applications click on Blackboard Learn.

### Discussion Forums

You will find the following discussion forums in the course Blackboard site:

The weekly discussion blog closes the last day of each week. Please participate in a timely manner to ensure learning and the earning of the maximum number of participation points per week. Please carefully review the “**Class Participation: Discussion Questions (DQs)**” section above and visit the Course Schedule on Blackboard for due dates.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

## GRADING POLICIES

### Evaluation

All projects will be graded on their originality, complexity, and practicality for instructional/training purposes. Active class and online participation will be taken into account as a necessary aspect of the course. All assignments are due on, or prior to, the stated date. All assignments are expected to be professionally presented, in APA format where appropriate, with no mechanical or spelling errors. Grades for the semester will be derived as follows:

- **Class Participation: Discussion Forum Participation (15%)**
- **Project 1: Educational Blog – (Group Project) (20%)**
- **Project 2: Educational Wiki/Social Bookmarking (30%)**
- **Project 3: Web 2.0 Interactive Presentation – (Group Project) (35%)**

### Evaluation Weights and Summary

Students will be provided with a final letter grade based on above criteria. The instructor reserves the right to penalize any additional facets of unprofessional and irresponsible work dispositions or conduct, if the need arises. Partial evaluations will be made with numbers (exams, tests, papers, presentations and so on). Letter grades of through (course final grade) will be awarded based on the UTRGV Grading System Policies and Procedures. A student's performance in academic work is expressed by the following grades.

### Alphanumeric Grading System

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

### Grade Point Average (GPA) Calculation

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4 (A) x 3 (hours) = 12 grade points. A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade is received.

## Course Policies

### Participation

**Late Projects.** All projects are due by midnight of the due date as posted in the Course Schedule in Blackboard. No late work will be accepted. Students' requests for a grade revision on a project; in case they believe there was an irregularity in grading, will be considered up to 3 days after the graded rubric is posted. Please make plans to submit projects early to avoid last minute technical problems.

The only allowed circumstances for late submissions or make up of any project or discussions are:

- In the event that the area in which a student resides experiences an extended power outage due to a natural disaster (hurricane, flood, storm, etc.)
- A student is on active military duty and cannot complete coursework
- A student had a verifiable medical or other personal emergency (medical documentation will be required)

**Discussion Forum Participation.** The weekly discussion blog closes the last day of each week. Please participate in a timely manner to ensure learning and the earning of the maximum number of participation points per week. Please carefully review the Class Participation-Discussion Board/Blog guidelines in the Syllabus above and visit the course Calendar on Blackboard for due dates.

**Makeup and Extra Credit Work.** There is no makeup work or extra credit in this course. Enough points are built into the weekly class participation and projects, so even if a challenge presents itself one week, you can still earn enough points to successfully complete the course. Please participate actively in the Discussion Board/Blog each week, submit projects in a timely manner, email drafts to the instructor for feedback at least 3 working days before the due date, and stay in close communication with the instructor.

**Uploading Projects to Blackboard for Grading.** All projects must be uploaded to Blackboard for grading. Projects and/or Discussion Board/Blog postings submitted by email will not be graded.

**Contacting Instructor Before Making Important Decisions.** Please contact the instructor before making important decisions, such as dropping the course.

**Changes to the Syllabus and the Course.** The instructor reserves the right to make changes to the Syllabus and the course as deemed necessary. Any and all changes will be posted on the Blackboard Announcements page of the course and students will also be notified by email.

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

### Naming and Submitting Documents (optional, specific to your course needs)

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline \_ to separate words.

<i>The name of your...</i>	<i>...should follow the format:</i>	<i>Example:</i>
Essay	LastNameFirstInitial_Essay.doc	SmithJ_Essay.doc

### Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

### Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.
- Avoid disruptive behaviors online such as:
  - Arrogant, entitled, rude or disrespectful email or messages to professor or other students.
  - Arguing grades or “grade grubbing” for extra points after the professor requests the student to stop.
  - Inciting other students to argue with the professor over grades or other assessment related expectations.

### Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you

begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

### UTRGV University Policies

#### *UTRGV Policy Statements*

#### **STUDENTS WITH DISABILITIES:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu). **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

#### **MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Fall 2017 Module 1	Oct. 5 – Oct. 11
Fall 2017 Module 2	Nov. 29 – Dec. 5
Fall 2017 (full semester)	Nov. 15 – Dec. 6

#### **SCHOLASTIC INTEGRITY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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WEEK	Topics	Activities
Week 1 January 16- January 21	Course Orientation	<ul style="list-style-type: none"> <li>• <b>Important:</b> Please make sure you have access to your UTRGV email. All course emails go by default to your UTRGV email. Please click <a href="#">here</a> for account access frequently asked questions.</li> <li>• Review the Syllabus, Course Schedule, Projects, and other course materials</li> <li>• Introduce yourself in the class Discussion Forum (Introductions: Week 1)</li> <li>• Complete the Introduction Quiz</li> <li>• Sign up for a team for Project 1 in Blackboard Groups</li> <li>• Complete the <a href="#">Plagiarism Tutorial</a></li> </ul> <p><b>Due on or before January 21, 2018</b></p>
Week 2 January 22-28	An Introduction to Web 2.0 Communication & Instructional Tools	<ul style="list-style-type: none"> <li>• Please click on the links below to access this week's articles: <ul style="list-style-type: none"> <li>○ <a href="#">Web 2.0 Instructional Tools</a></li> <li>○ <a href="#">A-Z Learning Web 2.0 Tools</a></li> </ul> </li> <li>• Post your response to this week's Discussion Forum (Introduction to Web 2.0 Instructional Tools: Week 1)</li> <li>• Start working on Project 1: <ul style="list-style-type: none"> <li>○ By now, you should have signed up to for a team</li> <li>○ As a team vote for a leader in the Group Discussion area</li> <li>○ Before Sunday, email the instructor the name of the team leader. This person will create a WordPress account for the entire class.</li> </ul> </li> </ul>
Week 3 January 29- February 4	<p><b>Chapter 1:</b> Developing an MBA Online Degree Program: Expanding Knowledge and Skills Via Technology-Mediated Learning Communications</p> <p><b>Chapter 2:</b> Collaborative Instructional Design for an Internet-Based Graduate Degree Program</p>	<ul style="list-style-type: none"> <li>• Read Chapter 1 and 2</li> <li>• Post your response to the question for Chapter 2 on the class Discussion Forum</li> <li>• Continue working on Project 1</li> </ul>
Week 4 February 5-11	<b>Chapter 3:</b> Degrees & Programs by Distance Education: Defining Need and Finding Support Through Collaboration	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Post your response to the question for Chapter 3 on the class Discussion Forum</li> <li>• Continue working on Project 1</li> </ul>
Week 5 February 12-18	<b>Chapter 4:</b> Beyond Demographics, Content, and Technology: The Impact of Culture on the Design and Implementation of a Distance Education Program	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Post your response to the question for Chapter 4 on the class Discussion Forum</li> <li>• Continue working on Project 1</li> </ul>
Week 6 February 19-25	<b>Chapter 5:</b> Virtual Visiting Professors: Communicative, Pedagogical, and Technological Collaboration	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• <b>Submit Project 1: Due on or before February 25, 2018</b></li> </ul>

<p><b>Week 7</b>          February 26-          March 4</p>	<p><b>Chapter 6:</b>          Intrapersonal          Communication,          Interpersonal          Communication, and          Computer-Mediated          Communication: A          Synergetic Collaboration</p>	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Post your response to the question for Chapter 6 on the class Discussion Forum</li> <li>• Start working on Project 2</li> </ul>
<p><b>Week 8</b>          March 5-11</p>	<p><b>Chapter 7:</b>          Collaborating on the          Instructional Design &amp;          Implementation of an          Environmental Education          Course: The Real Challenges          of Collaboration</p>	<ul style="list-style-type: none"> <li>• Read Chapters 7</li> <li>• Post your response to the question for 7 on the class Discussion Forum</li> <li>• Continue working on Project 2</li> </ul>
<p><b>Week 9</b>          March 19-25</p>	<p><b>Chapter 8:</b>          Pedagogy and Process:          Linking Two Diversity and          Communication Courses          Through Interactive          Television</p>	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Post your response to the question for Chapter 8 on the class Discussion Forum</li> <li>• Continue working on Project 2</li> </ul>
<p><b>Week 10</b>          March 26- April 1</p>	<p><b>Chapter 9:</b>          Camera Presentation          Perspectives and          Techniques in an Interactive          Audio/Video Instructional          Environment</p>	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• <b>Submit Project 2: Due on or before April 1, 2018</b></li> </ul>
<p><b>Week 11</b>          April 2-8</p>	<p><b>Chapter 10:</b>          Planet Xeno: Creating a          Collaborative Computer-          Mediated Communication          Culture</p>	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Post your response to the question for Chapter 10 on the class Discussion Forum</li> <li>• Start working on Project 3</li> </ul>
<p><b>Week 12</b>          April 9-15</p>	<p><b>Chapter 11:</b>          Designing and Implementing          an Interactive Online          Learning Environment</p>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Post your response to the question for Chapter 11 on the class Discussion Forum</li> <li>• Continue working on Project 3</li> </ul>
<p><b>Week 13</b>          April 16-22</p>	<p><b>Chapter 12:</b>          Communicating: The Key to          Success in an Online Writing          and Reading Course</p>	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• <b>Submit Project 3: Due on or before April 22, 2018</b></li> </ul>
<p><b>Week 14</b>          April 23-29</p>	<p><b>Chapter 13:</b>          Fostering Intellectual          Development in a Learning          Community: Using an          Electronic Bulletin Board</p>	<ul style="list-style-type: none"> <li>• Read Chapter 13</li> <li>• Post your response to the question for Chapter 13 on the class Discussion Forum</li> </ul>

<p>Week 15 April 30-May 2</p> <p>Last Day of Class Wednesday May 2</p>	<p><b>Chapter 14:</b> Building a Communications Learning Community</p> <p><b>Textbook</b> <b>Conclusion:</b> Teaching and Learning with Interactive Technologies: What Have We Learned and Where Are We Going?</p>	<ul style="list-style-type: none"><li>• Read Chapter 14 and conclusion.</li><li>• Complete course evaluations</li><li>• <b>Please Note:</b> All coursework must be submitted before the last day of class. No coursework will be accepted after the final class day <b>(Wednesday, May 2)</b></li></ul>
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