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AP 3/14/10
Info. 4/20/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 201 Internet & Multimedia

Instructor(s) of Record: James S. Lenze, Ph.D., Professor, Communications Media

Phone: 724-357-3779

Email: james.lenze@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Lenze holds a Ph.D. in Instructional Systems Design from Penn State. He has over been developing distance education materials or teaching online since 1993. He has published consistently in the field of distance education since 1993. He has been the instructor of record for COMM 614, COMM 302, and COMM 103 at IUP. He has been invited to serve on numerous committees at IUP and the University of Michigan-Dearborn because of his expertise in developing curriculum for distance education.

2. How will each objective in the course be met using distance education technologies?

There are five objectives for the course. The course content for objectives 1, 2, 3, and 4 will be delivered through a series of instructional papers (PDF) and audio lectures over PowerPoint slides (delivered via Youtube). This content will focus on issues such as freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security, and techniques for searching electronic sources and evaluating their validity. Mastery of these objectives will be evaluated by the students' performance on a quiz in Moodle. Additionally, students will be required to write two substantive papers for this course: one focusing on Social Justice and Cultural Issues in Internet access and one on applications of Web 2.0 technologies. Students will download an open source software package called CMap and will receive instruction on how to properly utilize it.

The course content for objective 5 will be delivered through a series of instructional papers (PDF) and audio lectures over PowerPoint slides (delivered via Youtube). Mastery of this objective will be evaluated by the student' performance on the development of a unifying multimedia presentation which includes 3 graphical images (photo, line art, and PowerPoint slide converted to a jpg image); a PowerPoint presentation designed for presentation online including interactivity, animation, and accompanying audio narration; and an interactive website which functions as a portal for accessing the project. Students will download open source software packages called Open Office, Gimp, & Komposer and will receive instruction on how to properly utilize them.

3. How will instructor-student and student-student, if applicable, interaction take place?

Students will be permitted to contact the instructor using technologies that may include email, office phone, cell phone, at least two hours of chat room per week, and a discussion board. The instructor will reply to email messages within 24 hours during the normal

Liberal Studies

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business week. The instructor assure students that he will answer his office phone during regular office hours. Students may call the instructor's cell phone between 9:00 am and 7:00 pm on weekdays during the course. The instructor has been giving his cell phone number to students for several years. He receives an average of 10 calls per course per semester. He does not consider this a problem and believes it greatly helps his students. The instructor check the discussion board at least one each weekday. He will hold a live chat room at least two hours a week. Students will be permitted and encouraged to help each other via a discussion board in Moodle.

4. How will student achievement be evaluated?

For objectives 1, 2, 3, and 4; a series of objectives for the quiz will be provided to help students prepare. A rubric will be provided for each research paper to guide students through the writing process.

For objective 5, rubrics for the graphics exercise, multimedia presentation, and website will be provided.

A set of objectives will also be provided for the final exam.

5. How will academic honesty for tests and assignments be addressed?

There are three major approaches to evaluation in this course: Quizzes, Projects, and Papers. Each one is designed to discourage cheating. Quizzes, including the final exam, are minimally weighted. Questions are drawn from a test bank, randomly assigned, and randomly ordered. Quizzes must be completed simultaneously by the entire class and are designed to take the entire amount of time allotted.

Student projects may not be on the same topic. The unique structure of each project, as required by the rubric, prevents using work from other classes. Furthermore, the final exam includes project work that reveals those students who did not do their own work earlier in the semester.

Research papers also have unique requirements reflected in the rubrics. Additionally, all papers are submitted electronically and analyzed using turnitin, an IUP subscribed service that reviews material for originality.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Signature of Department Designee

Date

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Step Two: Departmental/Dean Approval

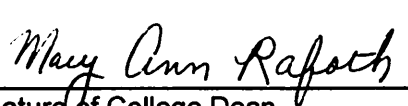
Recommendation: Positive (The objectives of this course can be met via distance education)

Negative


Signature of Department Designee

2/1/10
Date

Endorsed:


Signature of College Dean

2-1-10
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

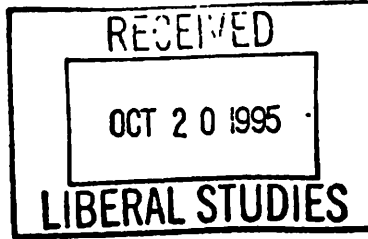

Signature of Committee Co-Chair

3/16/10
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UV/UCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

95-44
approved
1125/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person CO 201 Committee, Mary Nicco, Chair Phone x2637
Department Computer Science

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Internet and Multimedia
Suggested 20 character title

New Course * BE/CO/IM/LB 201
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ Now Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ **Major** _____ **Minor** _____ **Track**

New Program * _____
Program Name

Program Revision * _____
Program Name

Program Deletion * _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
Department Chair

[Signature]
Director of Liberal Studies (where applicable)

[Signature] 10/20/95
College Dean

[Signature] 11/25/96
Provost (where applicable)

RECEIVED

JAN - 9 1996

LIBERAL STUDIES

Resubmitted

Step Four: Provost Approval

Approved as distance education course
course

Rejected as distance education

Debra L. Johnson (MD)

Signature of Provost

3/2/10

Date

Forward form and supporting materials to Associate Provost.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

Humanities: History Fine Arts
 Humanities: Philos/Rel Studies Social Sciences
 Humanities: Literature Non-Western Cultures
 Natural Sci: Laboratory Health & Wellness
 Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- A. Intellectual Skills and Modes of Thinking:
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
 2. Literacy--writing, reading, speaking, listening.
 3. Understanding numerical data.
 4. Historical consciousness.
 5. Scientific Inquiry.
 6. Values (Ethical mode of thinking or application of ethical perception). Should be a component based on Objective #2
 7. Aesthetic mode of thinking.
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
- C. Understanding the Physical Nature of Human Beings
- D. Collateral Skills:
1. Use of the library.
 2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

See attached page for answers to IV.

Syllabus of Record: BE/CO/IM/LB201. Internet and Multimedia

I. Catalog Description:

CO 201 Internet and Multimedia. 3c-01-3sh

The major focus will be on the evaluation of information and multimedia resources available on electronic networks when doing research in an area of one's choice. This information literacy course is designed for students to gain a more in depth understanding of the information resources available electronically and of how to utilize them more effectively in communicating. Students will learn how to access and utilize these resources for two way communications and support for decision making while incorporating selected elements in multimedia presentations of their own design.

Equivalent courses are BE201, IM201, LB201; Only one of the four may be taken.

Prerequisites: BE/CO/IM101 or prior exposure to word processing and electronic mail are highly recommended.

II. Course Objectives:

Students will explore the role of electronic media in acquiring, structuring, analyzing and synthesizing information. Students will:

1. Investigate the culture of the Internet and the social and economic phenomenon that it represents.
2. Examine issues including but not limited to, freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security.
3. Analyze and use the tools and techniques for searching electronic resources effectively.
4. Evaluate the validity of various information sources.
5. Analyze and synthesize information for distribution by means of a unifying multimedia presentation.

III. Detailed Course Outline

1. Access to the Internet (total: 2 weeks)
 - History and evolution of the Internet.
 - How it all works.
 - The value and importance of standards and protocols (TCP/IP, URL, OLE).
 - The development of the required infrastructure.
2. Social Justice and Cultural Issues in Internet Access (2 weeks)
 - Patterns of Access to the Internet with particular emphasis on gender and race.
 - How are people getting connected and who will pay? Information rich vs information -

Internet & Multimedia Proposal: Revised January 5, 1996

covering various information services. Students will read at least one book on the culture or economics of the Internet and will engage in discussions of this material as well as writing several reaction papers.

2. **Multimedia Presentations -35%.** Students will formulate and make formal presentation to both a live and a cyberspace audience on an issue of their choice, using materials harvested from the Internet.

3. **Exams-30%.** A midterm and a final where students will be evaluated on their understanding of technology and the social, cultural and economic issues covered in class and in their readings..

4. **Grading Scale.** The standard grading scale will be used..90%+ =A; 80-89%=B; 70-79%=C; 60-69%=D; <60%=F.

5. **Attendance Policy:** The attendance policy will conform to the accepted University wide attendance policy.

V. Required Textbooks

Textbooks and a book length reading will be selected from the approved pool of books in the bibliography which will need to be continually updated by the committee. We recognize that this is a very dynamic and rapidly changing field.

VI. Special Resource Requirements

A. Access will be provided at no cost in all public labs. Netscape and PC/TCP are being supported by a site license from ISCC.

B: The Eberly College of Business has 2 multimedia labs. The College of NS & M also has a multimedia lab in STR 220 with limited access to a second Macintosh lab in Stright 320. The Library has a teaching classroom, 4 multimedia machines and is planning for a multimedia lab.

VII. Bibliography

Textbooks

Ackerman, Ernest. Learning to Use the Internet: An Introduction with examples and exercises. Wilsonville, Oregon: Franklin, Beedle and Associates. 1995.

Armbruster, Lynda. Internet Essentials: A Jumpstart to Getting on the Internet. Indianapolis, IN: Que College, 1994.

Cady, Glee Harrah and Pat McGregor. Mastering the Internet. Sybex Books. 1995

Clark, Michael and William Washburn. Cultural Treasures of the Internet. Englewood Cliffs, NJ:Prentice-Hall, 1995

Cohen, Alan M. Guide to Networking. Boston, MA: Boyd & Fraser, 2nd ed. 1994

Dern, Daniel P. The Internet Guide for New Users. New York: McGraw-Hill, 1994.

Grauer, Robert T and Maryann Barber. The Internet and World Wide Web. Englewood Cliffs, NJ:Prentice-Hall, 1995

Hahn, Harley and Rick Stout. The Internet Yellow Pages. Berkeley, CA: Osborne/McGraw-Hill, 1994.

Hawkes, Lory. Hyperspatial Travel into the Internet. Englewood Cliffs, NJ: Prentice Hall,

CHECK LIST -- LIBERAL STUDIES ELECTIVES

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Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied, and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Internet & Multimedia Proposal: Revised January 5, 1996

The following departments have been included: Computer Science, Information Management, Office Systems and Business Education and the Library. We have worked together to develop the syllabus and to collect a pool of appropriate textbooks and readings. The purpose of combining so many departments is that each has an interest in multimedia and in this manner we can maximize the utilization of scarce lab resources and teaching faculty. We have also contacted the English Department about the possibility of setting up a Learning Community with English 202. These two courses would seem to make a good fit and this would enable us to spend more time on the social issues and concerns.

B3. Will seats in this course be made available to students in the School of Continuing Education? Seats will be made available to Continuing Education depending on lab availability.

Section C. Resources

C.: Are faculty resources adequate?

Each department will prepare a faculty justification plan. No additional faculty are being requested. It is anticipated that this course will serve as an alternate to BE/CO/IM101 the existing computer literacy course in Word Processing, Spreadsheets and Databases.

C2. What other resources will be needed to teach this course and how adequate are the current resources?

We all recognize that no one department has the faculty or the equipment to teach sufficient sections of this course to meet the potential demand. We have tried to establish a cooperative model whereby each department involved will offer sections as facilities permit. We recognize that students will need a teaching lab for regular, supervised hands on activity and public labs where they can do homework utilizing Netscape and CD-Rom disks with multimedia. The 201 committee will be involved in enrollment management and monitoring compliance with the existing syllabus.. Each semester they will determine which departments will offer sections and how many can be offered to ensure that the load is distributed equitably.

a) Access to Internet will be provided at no cost in all public labs. Netscape, PC/TCP are being supported by a site licence by the ISCC. They will provide some machines with sound boards and CD-Rom drives in the public labs by Fall of 1995.

b) The Eberly College of Business has two multimedia labs. The College of NS & M also has a multimedia lab in STR 220. The library has a teaching classroom, 4 multimedia machines and is planning for a multimedia lab..

C3. Are any of the resources for this course funded by a grant?

We have not obtained funding from a grant.

C4. How frequently do you expect this course to be offered?

We expect to offer one or two sections per department per semester.

C5. How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources?

Class size will be limited to 25 students due to the stipulated hands on requirement.

C6. Does any professional society recommend enrollment limits for a course of this nature?

No professional society has set limits at this time. But Middle States is setting "Information

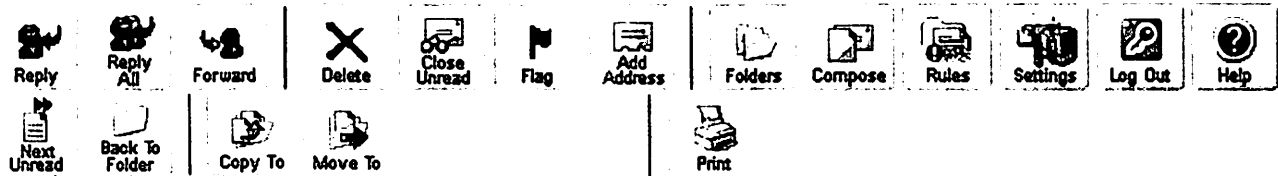
Internet & Multimedia Proposal: Revised January 5, 1996

Computer Science Dept: Faculty Management Plan for CO201.

Date: October Th, 1995.

Signed: Chair: Dr. Gary Buterbaugh.

Currently our department is offering between 12 and 18 sections of CO101, our liberal studies Computer Literacy course each semester. Several trends are occurring. More and more students are coming from the high schools with a working knowledge of Word Processors and Spreadsheets. We understand that the English Department is teaching some 900 students a year how to do Word Processing and Mail in the Writing Lab. We thought it was time to offer an alternative course to the CO101 where the major emphasis will be on learning about the Internet and the wealth of resources it provides. This material is not currently being covered in the CO101 course. To this end our CO101 Committee, chaired by Dr. Rowell, is working on developing a competency based test so that students can test out of CO101. We plan to drop a couple of sections of CO101 replacing them with one or two sections of CO201 each semester. We do not feel it will be necessary to add any faculty complement. We will reevaluate our situation each semester through our committee to make sure that we are satisfying campus wide needs.

IUP I-Mail:  Message from Sent Folder

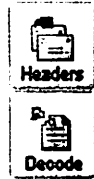
From: "James S Lenze" <jlenze@iup.edu>

Subject: Update on 201 Distance Ed Proposal

Date: Wed, 03 Mar 2010 09:10:47 -0500

To: cjshubra@iup.edu, kustim.wibowo@iup.edu, Therese.ONeil@iup.edu, wilkie@iup.edu, <Portia.Diaz@iup.edu>

Cc: "kurt dudt" <kdudt@iup.edu>



The UWUCC met yesterday to discuss two proposals to offer Internet and Multimedia online. Here is what they wrote to me after the meeting.

Dear Jim and Portia,

The University-Wide Undergraduate Curriculum Committee met today and discussed your course proposal. The following decisions were made:

1. Jim and Portia: You should modify your proposals such that the Catalog Description and Objectives match those of the official 1996 Syllabus of Record.
2. Jim: You should drop the other (cross-listed) departments from your proposal and re-submit the proposal as COMM 201.
3. Jim: You should contact the other (cross-listed) departments and advise them that they are welcome to develop their own Distance Ed course (ex., LIBR 201). You will no longer need supporting letters for your proposal.
4. Jim and Portia: Re-submit your modified proposals to Gail Sechrist.

If you have any other questions, please let me know.

Thanks,
Micki

I will gladly share with BTED, IFMG, and COSC my materials for the proposal and help in any way that I can to put your version of 201 online. Please let me know if you would like to meet in that regard.

I am sorry that all of our departments will not be approved at the same time, however, I did verify from the Provost's office that COSC 101, BTED 101, and IFMG 101 were approved for online offering in separate years and that all three departments had faculty who earned the development stipend. That is good news for all of us.

Thank you for your willingness to work together. I am still confident that IUP has outstanding faculty and programs that are fully capable of collaborating in ways that benefit the academy and, more importantly, our students.

Jim Lenze, Ph.D.

COMM 201 Internet and Multimedia

Internet and Multimedia

Instructor

Jim Lenze, Ph.D.
Professor, Communications Media Department
129 Stouffer Hall
Email: james.lenze@iup.edu
Office Phone: 724-357-2492
Cell Phone: 724-840-8295
Avatar: Eight Shepherd

Your instructor will reply to questions posed via email with 24 hours each weekday. He will be in his office during office hours and will be available to answer his office phone at that time. You may call your instructor on his cell phone on weekdays between 9:00 am and 7:00 pm. Calling your instructor's cell phone should not be a last resort. Do not waste hours trying to solve a problem that your instructor could solve in a couple of minutes.

Catalog Description

Prerequisite: BTED/COSC/IFMG101 or prior exposure to word processing and electronic mail are highly recommended.

The major focus will be on the evaluation of information and multimedia resources available on electronic networks when doing research in an area of one's choice. This information literacy course is designed for students to gain a more in depth understanding of the information resources available electronically and of how to utilize them more effectively in communicating. Students will learn how to access and utilize these resources for two way communications and support for decision making while incorporating selected elements in multimedia presentations of their own design.

Course Objectives

Students will explore the role of electronic media in acquiring, structuring, analyzing and synthesizing information. Students will:

1. Investigate the culture of the Internet and the social and economic phenomenon that it represents.

2. Examine issues including but not limited to, freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security.
3. Analyze and use the tools and techniques for searching electronic resources effectively.
4. Evaluate the validity of various information sources.
5. Analyze and synthesize information for distribution by means of a unifying multimedia presentation.

Detailed Course Outline

1. Access to the Internet:..... 3 hours

History and evolution of the Internet. –How it all works. – The value and importance of standards and protocols (TCP/IP, URL, OLE). – The development of the required infrastructure.

Evaluation: To demonstrate your understanding of the material you will complete a quiz made up of multiple choice and essay questions. This quiz will be given at the end of the third unit on Critical Evaluation of Information Resources in Internet Access.

2. Social Justice and Cultural Issues in Internet Access: 3 hours

Patterns of Access to the Internet with particular emphasis on gender and race. –How are people getting connected and who will pay? Information-rich vs. information-poor. Is there an explicit connection between gender and economic privilege? Impact of multimedia and graphical user interfaces, impact of the Internet on our personal and professional lives.

Evaluation: To demonstrate understanding of the material, students will complete a quiz made up of multiple choice and essay questions. This quiz will be given at the end of the third unit on Critical Evaluation of Information Resources in Internet Access.

3. Critical Evaluation of Information Resources on the Internet..... 3 Hours

Six Information Literacy standards, the information literate student:

- Determines the nature and extent of the information needed.
- Accesses needed information effectively and efficiently.

- Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Evaluation: Quiz. Students will complete a quiz based on the first 9 hours of the course and the course text(s). The quiz will consist of multiple choice and essay questions.

4. Web 2.0..... 3 Hours

Understanding the nature and effective use of Web 2.0 tools – Exploring technologies such as Facebook, LinkedIn, Second Life, and YouTube. Students will learn the strengths and weaknesses of current Web 2.0 tools and how to use them effectively for career enhancement and social interaction.

Evaluation: Web 2.0 Research Paper (Due last week of class). Students will conduct a literature review on an issue related to the use of a contemporary Web 2.0 technology. The paper will include at least 10 primary sources and will be formatted using APA style.

5. Electronic Imagery: 6 hours

Brief introduction to Electronic Imagery – Using Open Office and Gimp to introduce basic functions for optimizing images or graphics. This will be a step by step in class tutorial with the final product being submitted on the P Drive Student Folder by the end of the class. The final product will consist of a photograph, a piece of line art, and a presentation slide saved in either jpg or gif format.

Evaluation: Graphics Exercise. Students will import an existing photo or graphic and manipulate it using color, brightness, hue, and filter controls.

6. Multimedia Presentation 12 Hours

Designing, developing, and delivering a multimedia presentation – Using PowerPoint or Open Office to design a presentation that includes imaging, audio, video, graphics, text, and interaction.

Evaluation: Presentation Design, Presentation Media, Presentation Delivery. Students will design an interactive presentation, develop the presentation media, and deliver the presentation online. This presentation will include interactivity, animation, and audio. It will be suitable for uploading as a YouTube movie.

7. Web Design Concepts 12 Hours

Designing, developing, and deploying a basic web site – Using Dreamweaver or NVU Komposer to design and develop a basic web site. Students will use IUP’s student web space to deploy individual websites and then register the site with a search engine.

Evaluation: Web Site – Simple web site using multiple pages, graphics, text, internal links, external links, and following accepted web design guidelines.

8. Final Exam Final Exam Week

Students will complete a final exam that includes questions from the first quiz and a production exercise. The proctored exam will be completed via Moodle with a human observer who is either the instructor of record for the course or a faculty member from an accredited institution of higher learning, or a military officer of senior rank to the student. The instructor of record must approve all proctors in writing. The production exercise will be submitted via the P drive and a VPN connection.

Evaluation Methods

- 1. Internet Access & Critical Evaluation of Resources on the Internet (Quiz)....5%
- 2. Critical Evaluation of Resources on the Internet (Concept Map).....5%
- 3. Social Justice and Cultural Issues in Internet Access Paper.....15%
- 4. Web 2.0 Paper.....15%
- 5. Graphics Exercise15%
- 6. Multimedia Presentation15%
 - a. Presentation Design 5%
 - b. Presentation Delivery 5%
 - c. Presentation Media 5%
- 7. Web Site20%
- 8. Final Exam10%

Grading Scale: The standard grading scale will be used:

90 to 100% = A

80 to 89% = B
70 to 79% = C
60 to 69% = D

Attendance Policy

Because this is an online course, attendance will not be taken in the traditional sense. The class will not meet regularly in a chat room. However, each student is required to participate on the course discussion board at least 3 times during the semester. As part of this participation, each student must ask a substantive question regarding course content or provide assistance to another student who has asked a question. A student who fails to comply with this requirement will lose one letter grade.

Textbooks

Required Text: "Rule the Web" by Mark Frauenfelder (2007). ISBN: 0-312-36333-8.

Required Materials: Digital camera w/ video capabilities (own or have access), headphones or ear buds and a flash drive to back up files.

Text can be purchased at the Co-op store.