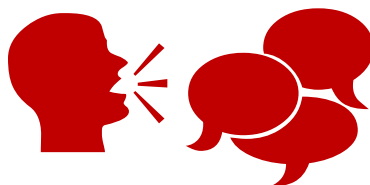


Spring 2017 Syllabus for MeJo 349: Internet Issues and Concepts: Power Tools of the Mind



Welcome to MeJo 349

Welcome to the online course: **MeJo 349**: - for spring 2017 semester. MeJo 349 will examine significant issues, critical skills, and scholarly research perspectives on the social, economic, ethical, legal, and rhetorical aspects of technology, media, society and culture. You'll earn three credit hours in this online course.



Course Instructor:

Debashis 'Deb' Aikat, Ph. D.,

Associate Professor

Carroll Hall 374, School of Media and Journalism

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Spring 2017 Office Hours

6:15 p.m. to 7 p.m. Monday and Wednesdays in 143 Carroll Hall,
and by appointment. Walk-ins welcome.



Syllabus Content

This course syllabus covers important details in eight sections: Course Content, What You Will Learn, Course Participation, Five Rules for Course Participation, Course Grades and the Fine Print.



Course Content

The Internet was spawned as ARPAnet in 1969, by a Pentagon doomsday plan to keep U.S. military computers operating in the event of a nuclear war. By the 1990s, the power of the Internet was unleashed by a special application, the World Wide Web, so called for its global reach of retrieving and accessing information on the Internet.

The Internet drives the hottest stocks on Wall Street, shapes technological innovation, and fills the pages of the world's presses. What does this mean for society, government, commerce, and other institutions? How will this affect the way we live, work, learn, profit, govern, and communicate?

This course has one simple goal: to help you develop an understanding of social, legal, political, and other issues relating to access and use of the Internet.



What You Will Learn

This course is not designed to teach everything, but it should help you improve your conceptual grasp of the Internet and its importance. The course goals are to:

- improve our understanding of the impact of the Internet on various facets of our lives;
 - learn about legal and policy problems and possible solutions;
 - learn a variety of research techniques employing traditional and electronic tools;
 - gain a better appreciation of the global impact of the Internet on society; and,
 - examine the impact of the Internet on major sectors of society (business, law, health care, government, gender, media, education, etc.) and discuss major concerns.
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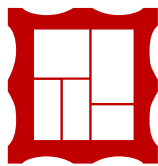
Course Participation

You will be graded on your participation in the course, so it is important that you share your ideas, interact, and participate regularly in class discussions. Students in past classes have told me that this can be an exciting experience.

Students have asked me about my expectations for participation and how I evaluate class participation. I expect your participation to be insightful, comprehensive, and regular, and I will evaluate both the quality and quantity of your participation. In addition, we may use Blackboard course statistics (such as user accesses) to assess the frequency of a student's class participation over time.

For most weeks of the course, participation in class activities (such as discussions) is worth 10 points each week. This means you can earn 200 points (out of 500 total points for the course) for your class participation. It is important for you to know that "absentee" students (or those who do not participate) will lose points. If you do not take part in online class discussions for a week, you will earn 0 class participation points for the week. So, use it or lose it--it's that simple.

There is no make-up policy for missed work except in the case of medical/bereavement reasons. If you will e-mail me ahead of time, we can arrange for you to make up missed work. It is your responsibility to find out what was covered during the time you missed, and it is your responsibility to incorporate the things we discuss into your own projects.



Five Rules of Course Participation

This course may require a lot of your time, depending on how well you plan your work schedule. The major projects require research at a library or on the Internet. You should count on spending at least six hours a week working on assigned projects. You should also complete the assigned readings on time.

The key to my evaluation of your discussion board participation is both quality and quantity. We use five rules in evaluating your participation:

RULE #1: You must regularly post messages to the discussion board for each week to earn a passing grade for discussion board participation. It is not enough to just read messages or lurk on the discussion board. You must contribute to discussion board proceedings by posting messages that reflect your thoughts (for or against) any aspect of the topic under discussion, answer discussion board questions (from the instructor or anyone in the class), or share other ideas relevant to the course content.

RULE #2: You should communicate frequently and make comprehensive contributions on the discussion board. A great way to do this is to react to the Readings and Online Resources for each lesson. Students who

demonstrate a failure to read the course materials for a lesson will lose points. So it is important for you to read and react to the course materials.

RULE #3: You should post a minimum of three detailed messages on the discussion board each lesson. A detailed message should comprise the following:

- ⦿ More than 8 (eight) lines. (I am not going to count the lines, but you get the idea!)
- ⦿ Substantive information such as details about the point you are making (either disputing or agreeing with thoughts and ideas expressed by another class member) or presenting your viewpoints or ideas about the class reading or topic for that week. This doesn't mean you can't post shorter messages, but to earn the minimum credit you have to post three detailed messages.

RULE #4: Each detailed message should be posted on different days of the week with a time difference of at least six hours from one another. This means that you should not post all three detailed messages on one day or post one message before midnight and then another at 1:00 am, just to fulfill the different day requirement. This rule is intended to prevent students from “binge posting” on the discussion board. Again, this doesn't mean that you may not post frequent messages. On the contrary, we recommend that you communicate as often as you can. However, you will lose points if you don't post three detailed messages on different days of the week.

RULE #5: Your grade for discussion board participation will be computed as an average of several grades that are earned over the semester. Final grades are not negotiable. Doing extra work at the end of the semester to improve a discussion board participation grade is not an option because that would not be fair to other students in the course. If you wish to earn a good grade, work hard from the beginning of the semester.



Course Readings

Additional readings may be assigned during the semester. These will be announced in the Blackboard "announcements" space. Befitting a contemporary communication issues course, most materials will be provided electronically for you to access from the Internet.

You may also access online library resources from the UNC Library System by linking to [Library Services for eLearners](#). This site includes information on using general online reference works as well as accessing e-reserves. If you are using an off-campus computer, you will need to consult this page for instructions on how to access the resources.

The UNC library staff is available to assist any students who have difficulties

accessing online library resources. If you encounter difficulties, please see the UNC Library's page for "[off campus access](#)." Report problems, if any, by visiting this [Web page for reporting a problem](#) and sending an e-mail to the Proxy Server Team.



Class Projects

You will have a week-by-week sequence of assignments or projects, all concerning a topic of your choice. Specific requirements for the research paper/professional project and writing a proposal will be announced later.



Presentations

You will be asked to collect information on specific issues and concepts relating to the Internet. This will help you and your colleagues to gain more information on a specific issue. Specific details about this project, including format, percentage of grade and deadlines, will be discussed later.



What's a Treasure Hunt?

The Treasure Hunt projects, as you might deduce from the name, will be assigned to assess your grasp of searching resources on your topic; communication technology concepts; and social, legal, political, and other issues relating to access and use of the new communication technologies worldwide. Most Treasure Hunt projects will be relatively simple, allowing you to demonstrate critical thinking or proficiency at some aspect of analyzing social, legal, political, and other issues as they relate to new communication technologies. Some projects may be spread out over one or two weeks and involve a series of revisions or refinements. The Treasure Hunt projects may also include presentations on your topic on the discussion boards or any other information-gathering activity.



Grading

Your final grade (500 points) will be computed as follows:

Research Projects: (300 points)

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- Search Project Proposal and Mini-Essay: 50 points
- Evaluating Web Sites: 50 points
- Each One Teach One: 100 points
- Final project: 100 points
- Course Participation: 200 points

Late work or tardy submissions: See the online “Course Calendar” section for project details and deadlines. If you delay your project, your grade on that assignment will drop 10 points, which is equivalent of one letter grade, (for example, from an H to a P or an A to a B). All projects are due at the deadline on the assigned date. Late projects will be penalized for each day they are late. If it's not ready at deadline time, it's already considered a day late.



Definitions of grades

For graduate students:

Graduate students will be awarded the following grades: H: High pass, P: Pass, L: Low pass, N: Incomplete, F: Fail.

There are no detailed definitions of regular graduate grades H, P, and L comparable to the definitions of undergraduate grades, and no direct correspondence between particular graduate and undergraduate grades.

The Graduate School Handbook offers the interpretive phrases given below:

H: Clear excellence.

P: Entirely satisfactory.

L: Low pass. (A student who accumulates nine or more hours of L may be ineligible for further graduate study and must petition for reinstatement.)

F: Fail. (The recording of a grade of F for a graduate student causes the student to be immediately ineligible for further graduate study, in which case the student must petition for reinstatement.)

IN: (The IN grade will be changed by the Graduate School to F* after one year, thereby making the student ineligible for further graduate study, if not changed by the instructor. A form can be filed to request an extension of time to resolve an IN grade.)

For undergraduate students:

Undergraduate grades will be based on the following scores:

A = 95-100 | A- = 90-94 | B+ = 87-89 | B = 84-86 | B- = 80-83 | C+ = 77-79 |
C = 74-76 | C- = 70-73 | D+ = 67-69 | D = 64-66 | F = 64-below |

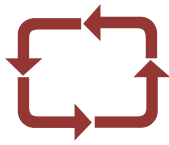
Quality Point Value of Undergraduate Grades: According to the academic grade system in the UNC-Chapel Hill Undergraduate Bulletin, the quality point value for undergraduate letter grades is:

A = 4.0 | A- = 3.7 | B+ = 3.3 | B = 3.0 | B- = 2.7
C+ = 2.3 | C = 2.0 | C- = 1.7 | D+ = 1.3 | D = 1.0 | F = 0

UNC-Chapel Hill Faculty Council definition of undergraduate grades:

These definitions were adopted by the Faculty Council in 1976. The Council reiterated that the purpose of grades is to identify degrees of mastery of subject matter. Moreover, these grades have specific meaning with respect to mastery of the material:

- A:** Outstanding mastery of course material. Students earning an "A" have performed far above that required for credit in the course and far above that usually seen in the course. The "A" grade should be awarded sparingly and should identify student performance that is relatively unusual in the course. The "A" grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.
- B:** Superior mastery of course material. Students earning a "B" have exhibited mastery clearly above that required for credit in the course. The "B" grade should represent student performance that is strong and very clearly above performance that is generally held to be satisfactory. The "B" grade states that the student has shown solid promise in the aspect of the discipline under study.
- C:** Satisfactory mastery of course material. The "C" grade should reflect performance that is satisfactory on all counts and that clearly deserves full credit for the course. The "C" grade states that, while not yet showing an unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
- D:** Mastery of course material that is unsatisfactory or poor along one or more dimensions. Students achieving a "D" have exhibited incomplete mastery of course material but have achieved enough to earn credit for the course. The "D" grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of "D" grades should mean that the student would be well advised not to continue in that academic field.
- F:** Unsatisfactory mastery of course material. Students earning an "F" have not demonstrated sufficient mastery of course material to earn credit for the course. The "F" grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of "F" should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.



Grade Appeal:

You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade.

If you are not satisfied, you may submit your appeal in writing along with the assignment or project in question. I will respond to your appeal. If you are not satisfied, you may appeal to your academic dean.

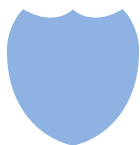
The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint and will recommend action to the dean who appointed the committee.

Once reported, permanent grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above. The grade appeal must be filed no later than the last day for late registration of the next succeeding regular semester.



We cherish diversity...

Diversity is vital to journalism and communication. This class prohibits policies, procedures, or practices relating to willful discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. This class seeks to create and maintain a positive atmosphere of nondiscrimination. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the learning community whether victim, perpetrator, or observer. As a community of scholars, this class affirms its commitment to equal opportunity for all.



Honor Code

Remember that as a student of UNC-Chapel Hill, you are bound by the University's Honor Code: "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity." An especially serious Honor Code violation is plagiarism. If you are uncertain about what is considered plagiarism, please talk to your course instructor.

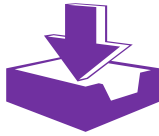


ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) evaluates professional journalism and mass communications programs in colleges and universities. The ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course covers the following values and competencies:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- apply tools and technologies appropriate for the communications professions in which they work.

This course is designed to build your abilities in each of these areas depending on your research interests and specific area of specialization. In this class, we will also seek to address the values and competencies as outlined above.



The Fine Print



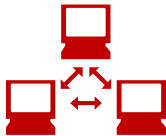
Grade issues...

I am committed toward grades that are fair and appropriate. It is important for you to know that the final grade is an average of several grades that are earned over the semester. Final grades are, therefore, NOT negotiable. Doing extra work to improve a final grade is NOT an option because that would be unfair to other students in the course. If you wish to earn a good grade, work hard from the beginning of the semester.



Access the class web space...

A significant part of the course content will be communicated online. So it is important for you to access the online schedule and check email regularly to get class updates. Please inform your instructor if you do not receive emails from the class mailing list.



Let us meet deadlines

We expect you to complete all class readings every week. When you lead discussions in class, you will have to plan ahead. It is important for you to meet these deadlines. I firmly believe that the ***deadline concentrates the mind***. So, let us meet deadlines. Period. No excuses. No exceptions. In other words, I do not appreciate late work.





DEBASHIS "DEB" AIKAT, Ph.D.
Associate Professor

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U.S.A. <http://goo.gl/EWftko>

January 11, 2017

Dear Students in MeJo 349 (Spring 2017):

Welcome to MeJo 349: Internet issues and Concepts: Power Tools for the Mind!

Thank you for choosing this class as part of your coursework. *You have paid your hard-earned money for an enriching academic experience.* Thus, our job is to ensure that when you leave this class in May, you truly feel that *you have received your money's worth. You are the most important part of this University.* You do not depend on me. I depend on you. *You are not an interruption of my work - you are the purpose of it.* I am not doing you a favor by serving you - you are doing me a favor by giving me the opportunity to work with you.

My job is to make your educational experience as *stimulating and rewarding* as I can and to create an environment conducive to facilitating your learning experience. *However, I cannot perform my job alone.* I need your help. *Your job is to participate in this online class with an open mind and with enthusiasm* because I cannot teach you anything unless you are willing to learn.

If at any time during the course of your semester *you feel that that this course is not meeting your expectations, please don't hesitate to come and talk with me.* I look forward to spending the next several weeks with you. I will give 130 percent toward making this *a unique and valuable learning experience for you.*

In conclusion, as we begin our journey together this semester I would like you to consider the following words: *"The only limitations in our lives are those we place on ourselves."*

Here's wishing you the very best for the Spring semester!

Cordially,

Deb Aikat

(see page 12 for my bio)

P. S.: I firmly believe in the value of *an informal and flexible learning environment.* Feel free to make suggestions about *what you would like to get out of this class.* I believe in a team effort and your ideas are as valuable as mine.

I view my responsibility as working with you to help you learn about mass communication issues, *produce high quality work,* achieve *a good grade* for your efforts and a valuable set of research skills. If you need help, I am here to provide it. *Do not wait until it is too late.* If you have a problem, please communicate with me and we will work together to find a solution.



Dr. Debashis “Deb” Aikat

Associate Professor
UNC-Chapel Hill School of
Media and Journalism

A former journalist, **DEBASHIS “DEB” AIKAT** (*pronounced EYE-cut*) has been a faculty member since 1995 in the School of Media and Journalism at the University of North Carolina at Chapel Hill, a Carnegie highest research activity (Research 1) doctoral university.

An award-winning researcher and teacher, Dr. Aikat theorizes the intersection of digital media in the global sphere. Dr. Aikat’s research work range across the media. His research has been published in book chapters and refereed journals such as *First Amendment Studies*, *Health Communication*, *International Journal of Interactive Communication Systems and Technologies*, *Global Media and Communication*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery and Microsoft Corporation. His research has been funded by government agencies (e.g. *the US Department of State*, *US Department of Education’s Title VI grants*), corporate foundations (e.g. *the Freedom Forum*, *the Scripps Howard Foundation*) and the industry (e.g. *IBM*, *Knight Ridder*).

The AEJMC and Peter Lang named Dr. Aikat as an inaugural winner of the 2015 Scholarsourcing Series competition for his 2017 book, *Who’s a Journalist? News in the Digital Age*, which reports original research on the evolving roles of journalists and journalism. Dr. Aikat was named a 2016 Scholarsourcing winner for a co-authored 2018 book, *Agendamelding: How We Use Digital Media to Create Personal Community*, which theorizes media agenda setting in the digital age.

The Scripps Howard Foundation recognized Dr. Aikat as the inaugural winner of the “National Journalism Teacher of the Year award” (2003) for his “distinguished service to journalism education.” The International Radio and Television Society named him the Coltrin Communications Professor of the Year (1997). Dr. Aikat served from 2007 to 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and media programs in universities. He has led the Association for Education in Journalism and Mass Communication (AEJMC) as chair (2009-10) of Teaching, and chair (2015-16) of the Professional Freedom and Responsibility, which fosters freedom, ethics, diversity, and public service. He visited Russia in May 2015 to research press freedom in the former Soviet Union.

His research and teaching excellence awards (*see curriculum vita for a full list*) include an AEJMC-Scripps Howard Researcher of the Year (2014-15), AEJMC Top Research Paper, a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-Chapel Hill’s highest honor for excellence in graduate studies, the David Brinkley Teaching Excellence Award (2000), AEJMC’s Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-Chapel Hill Students’ Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-Chapel Hill senior classes honored him with the Edward Kidder Graham-Favorite Faculty Awards for 9 years (1997 through 2005). He serves as an elected member of the UNC’s Faculty Hearings Committee, which conducts hearings on faculty dismissal. He has served on the UNC Honor Court’s Faculty Hearings Board Panel that adjudicates violations of academic honesty, personal integrity, and responsible citizenship.

In addition to teaching on-campus classes, Dr. Aikat has taught online courses since 1997 when he conceptualized UNC’s first online course in journalism. He developed in 2003 a graduate-level online certificate program in “Technology and Communication.” He has won fellowships from renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and the Journalism Leadership Institute in Diversity (2004-05).

Dr. Aikat earned in 1995 a Ph.D. in Mass Communication and Journalism from the Ohio University’s Scripps School of Journalism. He completed in 1990 a Certificate in American Political Culture from the New York University. He graduated with academic distinction at the top of his class in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for the Ananda Bazar Patrika’s *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.

Born in India, Dr. Aikat and his wife, Dr. Jay Aikat, became U.S. citizens in 2003. Jay, a faculty member in the UNC’s Department of Computer Science, serves as the Chief Operating Officer at UNC’s Renaissance Computing Institute. They live in Chapel Hill, NC, with their two children.



Spring 2017 Course Schedule for JoMC 349: Internet Issues and Concepts: Power Tools of the Mind



- ❖ Go to the Sakai course space to access the updated week-by-week course schedule.
- ❖ Follow the updated online schedule for important dates and deadlines.
- ❖ The attached version of the course schedule (*see next page*) may change as the semester evolves **to create the best learning environment for you.**



MEJO349.965.SP17 >   Overview

Site Information Display

JoMC 349: Internet Issues and Concepts: Power Tools of the Mind

[Read [JoMC 349 course syllabus for Spring 2017](#)]



~ Course Schedule for **JoMC 349**

Important Note: The course schedule (as outlined here) may change as the semester evolves to create the best learning environment for you.

~ **Week 1 & 2: Jan. 11 - Jan. 22, 2017:** [Internet Innovation Transforms Media and Society](#) [click link to visit module] {MLK Holiday >> Jan 16, Mon.}

Assignments this week:

*** Read [JoMC 349 course syllabus for Spring 2017](#)

*** Complete the [Spring 2017 MeJo 349 Survey](#) by Thurs., Jan. 19, 2017 to earn 20 participation points.

*** **Discussion Leader:** Deb Aikat and all of us || Share your ideas and participate in [We, the Netizens Converge!](#) discussion forum (10 points).

~ **Week 3: Jan. 23 - 29, 2017:** [Power Searching](#) [click link to visit module]

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

Submit your [Search Project](#) by 6 pm EST, Sun., Jan. 29 (50 points).

*** Read [instructions for Search project \(Write a Research Plan + Mini-Essay\)](#)

*** [Read Q&A on the Search Project](#)

~ **Week 4: Jan. 30 - Feb. 5, 2017:** [Online News](#) [click link to visit module]

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

~ **Week 5: Feb. 6 - 12, 2017:** [Internet Content: The Useful, the Unusual and the Useless](#) [click link to visit module]

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

~~ **Week 6: Feb. 13 - 19, 2017:** [Multimedia Storytelling: Design, Theory, and Practice](#) *[click link to visit module]*

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

~~ **Week 7: Feb. 20 -26, 2017:** [The Internet as a Personal Source of Knowledge](#) *[click link to visit module]*

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

*** Submit your "Evaluate and Assess Research Resources" project by 6 pm EST, Feb. 26 (Sun.), 2017 [] (50 points).

Project tips: Act as a curator of the best and worst resources on your research topic!

*** Read [instructions for "Evaluate and Assess Research Resources" project](#)

*** [Read FAQ on the Evaluating Websites project](#)

~~ **Week 8: Feb. 27 - Mar. 5, 2017:** [Internet and the Law](#) *[click link to visit module]*

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points).

~~ **Week 9: Mar. 6 - Mar. 12, 2017:** [Internet Ethics](#) *[click link to visit module]*

Assignment this week:

*** **Discussion Leader:** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

*** Read ["Each One Teach One" \(EOTO\) project instructions](#).

*** Read FAQs for [EOTO Part 1](#) and [EOTO Part 2](#)

~~ **Week 10: {Spring Break >> 5 p.m., Mar. 10, Fri., through Mar. 19, Sun.}**

~~ **Week 11: Mar. 20 - 26, 2017:** [Each One Teach One](#) *[click link to visit module]*

Assignment this week:

*** **Discussion Leader for Week 12 (Mar. 27-April 2):** Agenda & Profile || Share your ideas and participate in class activities. (10 points)

◆ Post your "Each One Teach One" project by 6 pm EST., Mar. 26 (Sun.), 2017 (50 points).

▶ Read [instructions for the EOTO project](#)

▶ Read Q&A on the [EOTO Part 1](#)

◆ Participate in the discussion forum by 6 pm EST, April 2 (Sun.), 2017 (50 points).

▶ Read Q&A on the [EOTO Part 2](#)

◆ Submit your "EOTO participation" email to Deb Aikat da@unc.edu> by **6 p.m., EST, April 3 (Mon.)** (50 points).

~~ **Week 12: Mar. 27 - April 2, 2017:** [Dark Side of the Web](#) *[click link to visit module]*

Assignment this week:

*** Discussion Leader: Agenda & Profile || Share your ideas and participate in class activities. (10 points)

◆ Post your "Each One Teach One" project by **6 pm EST, Mar. 26 (Sun.), 2017** (50 points).

▶ Read [instructions for the EOTO project](#)

▶ Read Q&A on the [EOTO Part 1](#)

◆ Participate in the discussion forum by 6 pm EST, April 2 (Sun.), 2017 (50 points).

▶ Read Q&A on the [EOTO Part 2](#)

◆ Submit your "EOTO participation" email to Deb Aikat da@unc.edu by **6 p.m., EST, April 3 (Mon.)** (50 points).

~~ **Week 13: Apr. 3 - 9, 2017:** [Social Media in Our Community](#) [click link to visit module]

Assignment this week:

*** Discussion Leader: Agenda & Profile || Share your ideas and participate in class activities. (10 points)

*** April. 10, Mon.: Email invitation to evaluate this course.

~~ **Week 14: Apr. 10 - 16, 2017:** [E-commerce and Advertising](#) [click link to visit module]

Assignment this week:

*** Discussion Leader: Agenda & Profile || Share your ideas and participate in class activities. (10 points)

*** **5 p.m., April. 26, Wed:** Complete evaluations (course evaluation site closes midnight, April 26, Wed.).

~~ **Week 15: Apr. 17- 23, 2017 & Week 16: Apr. 24 - 30, 2017:** [Final Project: Curate, Collate and Cyber-Publish](#) [click link to visit module]

◆ Project tips: Write a Research Essay and Cyber-Publish It!

▶ [Important final project tips and instructions.](#)

▶ [What is a scholarly essay or creative project & Final project format](#)

▶ Read final project FAQ [Part 1](#), [Part 2](#), [Part 3](#), & [Part 4](#).

Assignment this week:

*** Submit your Final Project by **6 pm EST, Apr. 24, 2017** (Mon.) (100 points). []

*** Discussion Leader: Agenda & Profile || Share your ideas and participate in class activities. (10 points)

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\*\*\* April 10, Mon.: Email invitation to evaluate this course.

\*\*\* April 27, Thur.: Complete evaluations (course evaluation site closes midnight, April 27, Thu..).

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~ Classes End: Fri., April. 28, 2017

~ [Final exam schedule for Spring 2017](#)

~ Reading Day#1: Wed., May 3, 2017

~ First day of Exams: Mon., May 1, 2017

~ Reading Day#2: Sat., May 6, 2017

~ Last day of Exams: Tue., May 9, 2017

~ Spring Commencement: Sun., May 14, 2017

Important Note: The course schedule (*as outlined here*) may change as the semester evolves to create the best learning environment for you.

(Scroll to the top of this page for Weeks 1 through 16).

End of course calendar

Recent Announcements

Options Recent Announcements

Announcements (viewing announcements from the last 10 days)

There are currently no announcements at this location.

Message Center Notifications

[New Messages 1](#) 

[New in Forums 19](#) 

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