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August 18, 2014

Dear Students in JoMC 349 Fall 2014:

Welcome to JoMC 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 December, 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. I expect all of us to participate in our *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 semester *you feel 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 Fall 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 suggest *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* and ensure that you leave this course with a valuable set of important theories and practical 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.



Fall 2014 Syllabus for JoMC 349: Internet Issues and Concepts: Power Tools of the Mind



Fall 2014 Course Details

JoMC 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 Journalism and Mass Communication

University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3365

Phone: 919 962 4090 (office) Fax: 919 962 0620 Email: da@unc.edu



Fall 2014 Office Hours

4:15 to 5:15. Tuesday and by appointment.

Walk-ins welcome.



Welcome to JoMC 349

Welcome to the online course: **JoMC 349: Internet Issues and Concepts: Power Tools of the Mind** for spring 2013 semester. 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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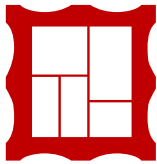
Course Participation

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 Sakai 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 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)

- 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

Project Details: See the “Course Calendar” section for project details and deadlines. If you delay your project, your grade on that assignment will drop 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.

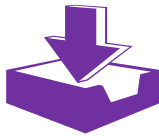
The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint and will recommend action to the dean who appointed the committee.

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.



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.



The Fine Print



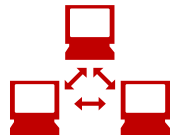
Grade issues...

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.



Course changes...

The instructor reserves the right to change course content, requirements for assignments, grading procedures and other alterations, as appropriate, to the course. While such changes will be discussed and decided in class, under exceptional circumstances, the instructor may incorporate changes without notice.



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 outlines 12 professional values and competencies, as outlined below:

- 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;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

[Excerpted from ACEJMC Professional values and competencies at <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>]

No single course could possibly give you a solid grasp of all of these values and competencies; but collectively, our classes are 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 seek to address several values and competencies as outlined above.



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.





Dr. Debashis "Deb" Aikat

Associate Professor
UNC-Chapel Hill School of
Journalism and Mass
Communication

A former journalist, **DEBASHIS "DEB" AIKAT** (pronounced EYE-kat) has been a faculty member since 1995 in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill (UNC-Chapel Hill), which is classified as a leading research university by the Carnegie Foundation for the Advancement of Teaching.

An award-winning researcher and teacher, Dr. Aikat theorizes on social media, international communication, news media and the future of communication.

Dr. Aikat's research interests range across the mass media. His research has been published in book chapters and refereed journals such as *First Amendment Studies*, *Global Media and Communication*, *Electronic Journal of Communication*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery, Microsoft Corporation, and the International Radio and Television Society (IRTS). He has reviewed manuscripts for the *Journalism and Communication Monographs*, *Journalism and Mass Communication Quarterly*, *Journal of Communication* and leading publishers such as Sage, Wiley, Routledge, McGraw-Hill, and Oxford University Press.

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 IRTS named him the Coltrin Communications Professor of the Year (1997). Dr. Aikat served from 2007 through 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and mass communications programs in universities. He chaired in 2009-10 the Association for Education in Journalism and Mass Communication (AEJMC)'s Committee on Teaching. He has served since 2011 as an elected member of the AEJMC's Committee on Professional Freedom & Responsibility, which addresses freedom, ethics, media criticism and accountability, racial, gender, cultural inclusiveness, and public service.

Besides teaching on-campus classes, Dr. Aikat has taught online courses since 1997. He conceptualized in 1997 UNC's first online course in journalism and 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) of the AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC).

His awards for excellence in research and teaching (see vita for a full list) include AEJMC Communication Technology Division Top Paper Award (2003), 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 have honored him with the Edward Kidder Graham-Favorite Faculty Awards from 1997 through 2005.

Dr. Aikat earned in 1995 a Ph. D. in Mass Communication and Journalism from Ohio University's Scripps School of Journalism. He completed in 1990 a Certificate in American Political Culture from the New York University. He has lectured in Asia, Australia, Europe, and the Americas.

He graduated with distinction, attaining first rank 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, Jay, became U.S. citizens in 2003. Jay is a faculty member in the Department of Computer Science at UNC-Chapel Hill. Before earning a Ph.D. in computer science, Jay led for eight years information technology initiatives at UNC-Chapel Hill, Womble Carlyle Sandridge & Rice, a full service law firm, and Ohio University. They live in Chapel Hill, North Carolina, with their two children.

• Student Survey for JOMC 349.1 (Fall 2014) •

Name: _____ Phone: H: _____ W: _____

Your Academic Adviser: (name) _____ Class Status: Fr. So.Jr. Sr, MA, PhD., Other. _____

E-mail: _____ Your Cyberspace (if any): http://_____

Your answers to the following questions and your opinions about this course are important. By taking a few minutes to complete this survey, you can help us do a better job in making the course more exciting for you. We appreciate your cooperation.

1.) For each category below, rate your level of experience using the scale of 1 to 5:

1: No experience; 2: Very limited experience ; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using the Internet for research	1	2	3	4	5
2. Quantitative methods	1	2	3	4	5
3. Qualitative methods	1	2	3	4	5
4. Knowledge about cyberspace issues	1	2	3	4	5
5. Proficiency as a computer hacker	1	2	3	4	5

2.) Which of the following statements reflect your preference for a semester-long class project:

- ___ 1) I wish to work on a professional research project
- ___ 2) I wish to work on an academic research paper
- ___ 3) Other (please specify) _____

3.) List (in order of importance) some of the Internet issues that you would like this course to cover:

- 1)
- 2)
- 3)
- 4)
- 5)

4.) Tell us something about yourself:

5.) If you were to describe yourself in one word, what would it be? _____

6.) For each category below, rate your level of experience using the following research resources:

1: No experience; 2: Very limited experience; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using electronic databases (such as LexisNexis, Factiva)	1	2	3	4	5
2. Creating Web pages	1	2	3	4	5
3. Using a bibliography tools (such as RefWorks, Zotero)	1	2	3	4	5
4. Searching e-databases with a bibliography software	1	2	3	4	5
5. Using resources in UNC libraries	1	2	3	4	5

• Student Survey for JOMC 349.1 •

7.) Rate from 1 to 18 (in order of your interest) the following areas relating to media and technology. (Put "1" for the most important and "18" for the least important)

- | | | | |
|---|--------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> business | <input type="checkbox"/> politics | <input type="checkbox"/> law | <input type="checkbox"/> health |
| <input type="checkbox"/> gender issues | <input type="checkbox"/> education | <input type="checkbox"/> media | <input type="checkbox"/> electronic communities |
| <input type="checkbox"/> racial issues | <input type="checkbox"/> pornography | <input type="checkbox"/> government | <input type="checkbox"/> international issues |
| <input type="checkbox"/> digital divide | <input type="checkbox"/> net history | <input type="checkbox"/> net trivia | <input type="checkbox"/> information overload |
| <input type="checkbox"/> other _____ | | <input type="checkbox"/> other _____ | |

8.) What would you like to get out of this class, besides a good grade and three credits?

9.) How did you first come to know about this course? Please be specific.

Name(s) of person(s), if any, who recommended the course _____

Name(s) of former students, if any, who told you about this course _____

10.) What are some of your concerns/aspirations about this course? We'll try our best to address them. Feel free to discuss them with me.

Your concerns:

Your aspirations:

Thank You! We appreciate your comments.
Please submit this form before you leave.

Week-by-week schedule for 2014_Fall_JoMC 349: Internet Issues and Concepts: Power Tools of the Mind

~~ Week 1 & 2: Aug. 19- Aug. 31, 2014: **Internet Innovation Transforms Media and Society**

Assignments this week:

- Email to Deb Aikat the Fall 2014 JOMC 349 Survey by Tue., Aug. 26, 2014 (20 points)
- Share your ideas and participate in class activities. (10 points)

Discussion Leader: **Deb** Aikat and all of us

~~ Week 3: Sept. 1-7, 2014: **Power Searching**
{Labor Day Holiday >> Sept. 1, Mon.}

Assignment this week:

- Share your ideas and participate in class activities. (10 points)
- Submit your Search Project by 6 pm EST, Fri., Sept. 12 (50 points).
- Read instructions for Search project (Write a Research Plan + Mini-Essay)

Discussion Leader: **Deb** Aikat

~~ Week 4: Sept. 8-14, 2014: **Online News**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)
- Submit your Search Project by 6 pm EST, Fri., Sept. 12 (50 points).

Discussion Leader:

~~ Week 5: Sept. 15-21, 2014: **Useful...and Not So Useful...Web Sites**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: J-349 student

~~ Week 6: Sept. 22-Sept. 28, 2014: **Multimedia Storytelling: Design, Theory, and Practice**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: J-349 student

~~ Week 7: Sept. 29-Oct. 5, 2014: **Evaluate and Assess Research Resources**

Project tip: Act as a curator of the best and worst web sites on your research topic!

Assignment this week:

- Share your ideas and participate in class activities. (10 points)
- Submit your "Evaluate and Assess Research Resources" project by 6 pm EST, Fri., Oct. 3, 2014 (50 points).

Discussion Leader: J-349 student

~~ Week 8: Oct. 6-12, 2014: **Internet and the Law**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: J-349 student

~~ Week 9 & 10: Oct. 13-26, 2014: **Internet Ethics**
{Fall Break >> 5 p.m., Oct. 15, Wed., through Oct. 19, Sun.}

Assignment this week:

- Share your ideas and participate in class activities. (10 points)
- Read "Each One Teach One" (EOTO) project instructions.

Discussion Leader: J-349 student

~~ Week 11 & 12: Oct. 27-Nov. 9, 2014: **Each One Teach One**

Read "Each One Teach One" (EOTO) project instructions.

Assignment this week:

- Share your ideas and participate in class activities. (10 points)
- Post your "Each One Teach One" project by 6 pm EST, Fri., Oct. 31, 2014 (50 points).
- Participate in the discussion board by 6 pm EST, Fri., Nov. 7, 2014 (50 points).
- Submit your "EOTO participation" email to Deb Aikat <da@unc.edu> by 6 p.m., EST, Tuesday, Nov. 18 (50 points).

Discussion Leader for Week 11: J-349 student

Discussion Leader: for Week 12: J-349 student

~~ Week 13: Nov. 9-16, 2014: **Dark Side of the Web**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: J-349 student

~~ Week 14: Nov. 17-23, 2014: **Social Media in Our Community**

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: J-349 student

~~ Week 15 & 16: Nov. 24- Dec. 7, 2014: **E-commerce and Advertising**
{Thanksgiving Break>> Nov. 26, Wed., through Nov. 30, Sun.}

Assignment this week:

- Share your ideas and participate in class activities. (10 points)

Discussion Leader: **Deb** Aikat

~~ Week 17: Dec. 8-14, 2014: **Curate, Collate and Cyber-Publish!**

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

Assignment this week:

- Submit your Final Project by 6 pm EST, Wed., Dec. 4, 2014 (100 points).
- Assignment this week: Share your ideas and participate in class activities. (10 points)

Discussion Leader: **Deb** Aikat

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Classes End: Wed., Dec. 3, 2014

Reading Day#1: Thurs., Dec. 4, 2014

First day of Exams: Fri., Dec. 5, 2014

Reading Day#2: Wed., Dec. 10, 2014

Last day of Exams: Fri., Dec. 12, 2014

Fall Commencement: Sun., Dec. 14, 2014

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**End of course calendar**