



(From XKCD: http://imgs.xkcd.com/comics/online_communities_small.png)

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Course blog	http://comm200fa11.wordpress.com
Office hours	Mondays & Wednesdays 1:30-2:30, Tuesdays 6:00-6:30, Fridays 2:45-3:35
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Course description and learning objectives

More than fifteen years ago, the first graphical Internet browser (Mosaic) hit the markets and what some would call the information revolution began in earnest. However, the roots of this “revolution” were far from new. While the Internet is creating new communicative channels and decentralizing political, economic

and cultural power structures, the roots of these changes can be seen as far back as the introduction of Gutenberg's printing press.

However, today's information networks do present us with unique challenges that were unseen in the 15th century. First, we are faced with the increasing overload of information from the visible networks/devices which we use every day – our cell phones, the Web, online games, instant messaging (IM), etc. Second, we struggle to manage these connections using tools that are often inadequately designed for how we actually use these devices in the real world. Third, our participation in this (post)modern world compels us to participate in an invisible web of networks that potentially allows others to track our buying habits, finances – even physical locations – without our consent.

By the end of this semester, you will be able to:

- (1) Describe and analyze the ways the press, popular culture, and scholars tell stories about new media;
- (2) Explain and critique how individuals, groups, and corporations are shaping and are shaped by new media;
- (3) Offer examples of how these new technologies are impacting our identities, our communities, our environment, and our global society;
- (4) Reflect on the role that new media plays in your own life and your own sense of identity and community;
- (5) Create artifacts that demonstrate your role as an effective, responsible, and ethical prosumer (producer/consumer) of new media.

All of the technical skills you will need to complete assignments in this course will be covered during class time. No technical expertise is assumed and no prerequisites are required. However, you are expected to ask questions and seek out information needed to fulfill the course requirements on your own.

Required texts

Course readings are available as PDFs on BlackBoard (BB) or on their authors' web sites. For class discussion days, you need to bring printed or electronic copies of the articles we'll be discussing.

In addition, there will be one printed text for this course (abbreviated DR in course schedule below).

Ruskoff, D. (2010). *Program or be programmed: Ten commands for a digital age*. New York: O/R Books.

It is available both from the publisher's website and Amazon.com.

Assignments

While there are no exams in this class, you will be reading and writing a fair amount. Four major assignments comprise the required course work. These include blog postings/homework, a media fast essay, discussion leadership, and a final group project. Your grades will be posted to BB regularly.

Essays for this class should be properly sourced and cited using APA 5th/6th edition guidelines. If you're unfamiliar with APA style, please visit Purdue's Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/560/01/>. Please, please, please make sure you understand how to properly cite material before you turn in work for this class. Come see me if you're confused or need additional assistance with this.

Homework/blog postings	30%
Media fast essay	20%
New media artifact (group)	25%

New media artifact (group project)	25%
Online discussion leadership	15%
Participation (in-class exercises, group discussion, pop quizzes,	10%

Homework/blog postings (30%)

In lieu of face-to-face meetings on Fridays, you will be using that time to improve your technology skills and/or reflecting more deeply on the week's topics. Listed in the course schedule below are specific homework/blog posting assignments you will be responsible for completing and posting to the class blog by 11:59 PM. Sometimes, these assignments will ask you to respond to additional readings. Other times, your homework will be focused around a particular technology, and you will write a reflective entry about your experience. You should expect to write around 300+ words per posting (or 500+ words for the final, reflective post). I encourage you to carefully proof and edit your postings, as both your classmates and the world at-large will have access to your work on the course blog.

I will use the following rubric to assess your blog postings/homework assignments:

A	Excellent, insightful post. Digs deep beneath the surface. Creative and innovative approach to the problem/question being considered. Outstanding content, clarity of writing, and organization. Takes full advantage of the blogging medium and includes appropriate links, images, videos, etc. to illustrate points. Sophisticated, appropriate use of language. Thorough research and documentation of ideas, arguments, and comments. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact.
B	Blog post is good. It exceeds the basic requirements of the assignment, all parts are included, and the author has clearly made some attempt at connecting the assignment to the larger course themes – although a few more connections could be made. Takes some advantage of the blogging medium and includes appropriate links, images, videos, etc. to illustrate points. More details, quotes, citations, or examples needed, but overall, the posting is above average. Almost no usage/grammatical errors.
C	Posting is average and meets basic expectations of the assignment. May need work on content, clarity, and organization. May have a couple of noticeable grammar/usage errors, lack a few transitions, or tie the assignment only loosely to the course themes. Takes average advantage of the blogging medium and may include links, images, videos, etc. to illustrate points. Although basic facts most likely are there, lacks elaborating and supporting documentation or quotes.
D	Weak, unfocused work. Organization is below average, with numerous grammar, punctuation, and spelling errors. Major requirements of the assignment are missing or incomplete. Takes little advantage of the blogging medium and includes almost no links, images, videos, etc. to illustrate points.
F	Not completed (0%) or turned in late (50%).

You will also need to read and comment on your classmates' blogs regularly throughout the semester. This will count as a portion of your participation grade in this class.

Media fast essay

In this essay, you will reflect on the role that digital/new media play in your everyday life, and how they impact your sense of identity, community, and self-formation. As the title indicates, you will first fast from new media for 48 hours (logging any times when you "cheat"), and then write a reflective essay about your experience. Many more details regarding this assignment will be given in class.

Online discussion leadership (15%)

During the first two weeks of class, you will be assigned to one of eight groups. Working with your group members, you will help facilitate discussion on the class blog for that week. You will need to complete the readings early, collaborate on a post in which you highlight what you think are the key points of that week's readings, and ask a few open-ended discussion questions for your classmates to consider. In addition, you will need to work with your group to post a list of additional resources that might be useful for your classmates if they want to learn more about the topics covered in the readings. Group discussion leadership starts in week 5.

For students who aren't leading the discussion that week – you should still log on to the class blog regularly, read the post covering that week's readings, and come to class prepared to discuss some of the questions the discussion leaders raise.

New media artifact project and presentation (25%)

Working with a team that you choose, you will create some sort of new media artifact (a web site, podcast, digital film, digital photo collage, mashup, meme, etc.). You will present your artifact to the group during the last week of the course and explain how it ties to the course themes we've discussed this semester. More information about this project will be presented in class.

Participation (10%)

This is a large class, but we will still rely heavily on class discussion and contributions from individuals throughout the semester. Therefore it is imperative that you attend class regularly and come well prepared to discuss the day's topic and readings.

Participation will be graded using the following rubric (thanks to Prof. Bastiaan Vanacker for this scale), and adjusted based on class attendance (see "Attendance" section below):

A	Frequent and meaningful contributions to class discussion that show insight and understanding of material.
B	Frequent and meaningful contribution to class discussion.
C	Occasional participation to class discussion.
D	Only participates when called upon.
F	No class participation.

Turning in assignments

Assignments should be turned in via email (amassanari@luc.edu) **before 11:59 PM on the day they're due** (seriously). To make things easier for all of us, please include the course name (COMM 200) and your last name in the subject line of your message. Also, please cut-and-paste a copy of your assignment into the message's body with your file (.doc, .docx, .rtf, .pages) attached. Make sure you save a copy of your out-going message in case there are problems with LUC's email system and your paper is incorrectly marked as "late".

Grading scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	Below 59%

Attendance

One of the goals of this course is for you to be able to engage with the material in a supportive environment that is conducive to your learning. To do this, you need to come to class having carefully read the readings (making note of and asking any questions you might have during class) and ready to fully participate in discussions and activities. Behavior that disrupts the learning environment (including talking during lectures, texting in class, sleeping, etc.) will adversely affect your participation grade.

It is important for you attend class, both for you to master the course material and to contribute positively to the learning environment. I take attendance every session at the beginning of class. We will complete many in-class assignments that cannot be made-up if you are not present in class. **Only two unexcused absences during the semester are allowed without penalty. After that, each absence will reduce your participation grade by one letter grade (e.g. a B will become a C if you miss or are late to three classes and so on).** Arriving more than 15 minutes late or longer, or leaving more than 15 minutes early without notifying me beforehand, also counts as one absence.

Excused absences are those that result from documented personal or medical emergencies. Additionally, if you anticipate participating in athletic meets or other university-sanctioned activities, I need to be notified of these well in advance (preferably at the beginning of the semester).

Late assignments

Unless you have a documented medical or personal emergency, late assignments will not be accepted, and will only receive partial (50%) credit. If an emergency happens, please contact me as soon as possible so we can make other arrangements. The only other cases in which late assignments will be accepted are if you are participating in an athletic meet or other university-sponsored event. Please let me know of any potential conflicts at the beginning of the semester.

You must complete **all assignments** in order to pass this course.

Special needs

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to me at the beginning of the semester. I will accommodate your needs in the best way possible, given the constraints of course content and processes. It is your responsibility to plan in advance in order to meet your own needs and assignment due dates.

Other policies

- It is important that you check your LUC e-mail account regularly, as I will send important updates about the class and often return assignments over e-mail.
- Please set your phone to vibrate when you enter class and refrain from texting or checking voicemail/e-mail while class is in session. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you're using a computer for note taking, please don't IM, chat, e-mail, browse the web, or complete coursework for other classes. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you come in late to class, please enter quietly. (See attendance policy for more information about tardiness).
- If you need to leave early, please let me know ahead of time and make an effort to sit by the door. (See attendance policy for more information about leaving early).
- If you are not in class and miss announcements, assignments or lecture materials, it is your responsibility to get them from a classmate. If you have a legitimate reason for missing class (e.g. official university travel for sports or documented illness), I will be glad to meet with you to catch you up, but we will generally follow the course schedule you have received with only minor adjustments from time to time.
- Your syllabus, the reading schedule, and assignment descriptions serve as my "contract" with you. All evaluation of your work is based on the criteria outlined within these documents. Please take the time to familiarize yourself with the expectations (and relative weight) for each assignment.
- Please treat everyone in the class with civility and respect. Disagreeing with someone's ideas in class is perfectly fine, but attacking deeply held personal convictions or making insensitive remarks is not.

Course schedule and readings*

Week 1	M Aug 29	Introductions Topics: Introduce ourselves and introduce the course Homework (due before next class): Sign up for an account at Wordpress.com, and send your username to amassanari@luc.edu.
	W Aug 31	Why blog? Topic: Introducing blogging and Wordpress.com Read: Andrew Sullivan's "Why I Blog" in <i>The Atlantic</i> (http://www.theatlantic.com/doc/200811/andrew-sullivan-why-i-blog)
	F Sept 2	Tech day: Blogging Homework (due by 11:59 PM): Write a 300+ word blog post about your first memories of using a computer and/or the internet. Read and comment on your classmates' postings.
Week 2	M Sept 5	NO CLASS – Labor Day

* I reserve the right to modify the reading schedule if necessary. Readings are due on the day they are listed.

	W Sept 7	<p>What is (and isn't) new about "new media?" (1 of 2)</p> <p>Topics: History of technology, basic concepts of new media (remediation, interactivity, hypertext, etc.)</p> <p>Read: Lisa Gitelman & Geoffrey Pingree, "What's New about New Media" (http://web.mit.edu/transition/subs/newmediaintro.html)</p>
	F Sept 9	<p>Tech day: Blogging</p> <p>Homework (due by 11:59 PM): Read DR, "Introduction," and complete a 300+ word blog post responding to it. Try to connect his perspective to the Gitelman & Pingree piece we covered in Wednesday's class.</p>
Week 3	M Sept 12	<p>What is (and isn't) new about "new media?" (2 of 2)</p> <p>Topics: History of technology, basic concepts of new media (remediation, interactivity, hypertext, etc.)</p> <p>Read: Lev Manovich, "Principles of New Media" & "What New Media is Not" from <i>The Language of New Media</i> (BB)</p>
	W Sept 14	<p>The "spell" of new technologies</p> <p>Read: danah boyd's "Incantations for Muggles: The Role of Ubiquitous Web 2.0 Technologies in Everyday Life" (http://www.danah.org/papers/Etech2007.html)</p>
	F Sept 16	<p>Tech day: RSS feeds and aggregators</p> <p>Read: "SMIL Handbook: Social bookmarking" (http://www.c4lpt.co.uk/handbook/delicious.html); watch "RSS in Plain English" (http://www.commoncraft.com/rss_plain_english)</p> <p>Homework (due by 11:59 PM): Set up a Google Reader account and sign up for at least five different technology-focused blogs. Read them regularly throughout the semester. Create a del.icio.us account (http://www.delicious.com). Explore this social bookmarking service and write a 300+ word post in which you describe your experience using it; also include a link to your delicious feed in your posting. Also tell me what blogs you've subscribed to using Google Reader.</p>
Week 4	M Sept 19	<p>What stories do we tell about new media? (1 of 2)</p> <p>Topics: The rhetoric of "new media," technological determinism/social constructionism, utopian/dystopian narratives, etc.</p> <p>Read: Fred Turner "How Digital Technology Found Utopian Ideology" from <i>Critical Cyberculture Studies</i> (BB)</p>

	W Sept 21	<p>What stories do we tell about new media? (2 of 2)</p> <p>Topics: The rhetoric of “new media,” technological determinism/social constructionism, utopian/dystopian narratives, etc.</p> <p>Read: Alice E. Marwick’s article, “To Catch a Predator? The MySpace Moral Panic” http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2152/1966</p>
	F Sept 23	<p>Tech day: Blogging</p> <p>Homework (due by 11:59 PM): This week, we have explored two ways in which the media (and society generally) tells stories about new media. For today’s blog posting, I want you to pick a technology (for example, P2P file sharing, social-networking sites, RFID tags, text messaging, augmented reality applications, or some other technology of your choice), and write about the potential utopian or dystopian implications of this technology. Be creative!</p>
Week 5	M Sept 26	<p>What kind of literacies do these new media require? (1 of 2)</p> <p>Topics: Digital literacy, language of new media</p> <p>Read: Nicholas Carr, “Is Google Making Us Stupid?” http://www.theatlantic.com/doc/200807/google</p> <p>Group A leads discussion on the class blog this week</p>
	W Sept 28	<p>What kind of literacies do these new media require? (2 of 2)</p> <p>Topics: Digital literacy, language of new media</p> <p>Read: “The Vocabulary of Comics” from Scott McCloud’s <i>Understanding Comics</i> (BB); DR, “TV – Complexity”</p> <p>Group A leads discussion on the class blog this week</p>
	F Sept 30	<p>Tech day: Online research</p> <p>Read: “What Students Don’t Know” (http://goo.gl/oe7Jd); “Research 101” (http://www.lib.washington.edu/uwill/research101/); and browse the Google Guide (http://www.googleguide.com/)</p> <p>Homework (due by 11:59 PM): This week, we’ve been discussing the ways in which new media often require new literacies to use them successfully. After reading and exploring the above resources, I want you to try doing a mini-research project. First, determine a topic related to this class that you might be interested in exploring.</p>

		<p>Second, brainstorm on keywords and resources you might use to find good, scholarly resources about this topic – that is, come up with a search strategy. Third, perform a couple of searches on your topic, using Google, Google Scholar, and the LUC library resources. Make sure you chronicle your search in some way.</p> <p>Now, write a blog posting about your experience in which you describe your search strategy and how you refined it over time. Include links to at least three scholarly sources and tell your audience why you think they might be good resources if you were writing a paper on this topic. Be sure to briefly describe and link to the resources you find.</p>
Week 6	M Oct 3	<p>What changes when we engage with new media?</p> <p>Topics: Convergence, prosumers (producers-consumers), participatory culture</p> <p>Read: “Introduction” from Henry Jenkins’ <i>Convergence Culture</i> (BB); DR, “I – Time”</p> <p>Group B leads discussion on the class blog this week</p>
	W Oct 5	<p>How does code structure our experience of new media?</p> <p>Topic: Code as law</p> <p>Read: Larry Lessig, “The Laws of Cyberspace” (BB)</p> <p>Group B leads discussion on the class blog this week</p>
	F Oct 7	<p>Tech day: Creating Web pages</p> <p>Homework (due at 11:59 PM): Code structures and regulates technology. Therefore, knowing how to code (even a little bit) can empower us so that we’re not merely passive consumers of new media, but also its creators. Today, I want you to explore the underlying code that powers the web – Hypertext Markup Language (HTML).</p> <p>Read and work through the first eight sections (from “Getting Started” through “Images”) of the HTML Dog’s Beginner HTML tutorial (http://htmldog.com/guides/htmlbeginner/). You’ll need a text editor (like Notepad or Text Edit) and a browser to work on the exercises in the tutorial. Then, save your index.html file and send it to me as an attachment via email.</p> <p>If you’re having trouble with a particular snippet of code, remember that I’m on Gchat during our regular class time for you to ask questions.</p>
Week 7	M Oct 10	NO CLASS – Fall break

	W Oct 12	NO CLASS – AM at Association of Internet Researchers (AOIR) conference
	F Oct 14	NO CLASS – AM at Association of Internet Researchers (AOIR) conference Media fast essay due by 11:59 PM to amassanari@luc.edu
Week 8	M Oct 17	Design of new technologies (1 of 1) Topics: Findability, navigation, tagging, classification systems, folksonomies Read: Clay Shirky, “Ontology is Overrated: Categories, Links, and Tags” (http://www.shirky.com/writings/ontology_overrated.html) Group C leads discussion on the class blog this week
	W Oct 19	Design of new technologies (2 of 2) Topics: Design of technologies, usability, why we push doors open when they’re marked “pull” Read: Donald Norman, “The Psychopathology of Everyday Objects” from <i>The Design of Everyday Things</i> (BB) Group C leads discussion on the class blog this week
	F Oct 21	Tech day: Wikipedia Homework (due by 11:59 PM): First, read Stacy Schiff’s article, “Know it All” from <i>The New Yorker</i> (http://www.newyorker.com/archive/2006/07/31/060731fa_fact). Then, sign up for a Wikipedia account and complete the tutorial about how to use wiki software. Look at some articles for topics you know something about to get a sense of the writing style. Make a few edits to these pages (for example, correct spelling/grammar, provide new, verifiable information about the topic, etc.). Now, write a blog post in which you reflect on the process of using Wikipedia. Make specific reference to the article you edited (i.e. link to it) and cite the Schiff article where appropriate.
Week 9	M Oct 24	What happened when The Beatles met Jay-Z and Beethoven met Kanye West? Topics: Participatory culture, remixing/mashing, memes, copyright Read: Daphne Keller’s “The Musician as Thief: Digital Culture and Copyright Law” from <i>Sound Unbound</i> (BB) Group D leads discussion on the class blog this week

	W Oct 26	<p>Digital content and digital ethics</p> <p>Topics: Copyright, ethics</p> <p>Read: DR, “IX – Openness”</p> <p>Group D leads discussion on the class blog this week</p>
	F Oct 28	<p>DIGITAL ETHICS CONFERENCE</p> <p>Homework (due by 11:59 PM): Attend at least one session of the Digital Ethics conference (schedule forthcoming) and write a blog post connecting the speaker’s ideas to the readings we’ve discussed this semester.</p>
Week 10	M Oct 31	<p>Who are we online?</p> <p>Topics: Identity, social networks/communities, sociability</p> <p>Read: danah boyd, “Friends, Friendsters, and MySpace Top 8: Writing Community Into Being on Social Network Sites” (http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1418/1336); DR, “VI – Identity” and “VII – Social”</p> <p>Group E leads discussion on the class blog this week</p>
	W Nov 2	<p>Embodiment, cyborgs, and cybertyping</p> <p>Topics: Cyborgs, gender/race/class online, embodiment</p> <p>Read: Lisa Nakamura, “Cybertyping and the Work of Race in the Age of Digital Reproduction” from <i>New Media, Old Media</i> (BB)</p> <p>Group E leads discussion on the class blog this week</p>
	F Nov 4	<p>Tech day: Twitter and the mobile web</p> <p>Watch “Twitter in Plain English” (http://www.commoncraft.com/Twitter); and read Julian Dibbell’s “Future of Social Media: Is a Tweet the New Size of a Thought?” (http://www.wired.com/dualperspectives/article/news/2009/06/dp_social_wired/)</p> <p>Homework (due by 11:59 PM): Create a Twitter account. Find and follow the rest of your classmates (you may need to use the class blog to coordinate this). Post at least two “thick tweets” to your feed and tag them using #comm200 (and any other hash tags you think are appropriate). Write a blog posting about your experience tweeting and how it connects to the Dibbell reading.</p>
Week 11	M Nov 7	<p>Unintended consequences (1 of 2)</p>

		<p>Topics: Politics of artifacts, digital divide, universal access, information overload, and e-waste</p> <p>Read: Langdon Winner, “Do Artifacts Have Politics?” from <i>The Whale and the Reactor</i> (BB)</p> <p>Group F leads discussion on the class blog this week</p>
	W Nov 9	<p>Unintended consequences (2 of 2)</p> <p>Read: DR, “II – Place,” “III – Choice,” and “V – Scale”</p> <p>Group F leads discussion on the class blog this week</p>
	F Nov 11	<p>Tech day: MMOs</p> <p>Homework (due by 11:59 PM): Read “LambdaMoo: An Introduction” (http://www.lambdamoo.info/) and log in to LambdaMoo. Spend at least 30 minutes exploring this space. Write a 300+ word blog posting describing your experience; make reference to some of the ideas from this week’s articles.</p>
Week 12	M Nov 14	<p>Where technology is headed</p> <p>Read: Kevin Kelly, selections from “Technology’s Trajectories” in <i>What Technology Wants</i> (BB)</p> <p>Group G leads discussion on the class blog this week</p>
	W Nov 16	<p>Program or be programmed</p> <p>Read: DR, “VIII – Fact” and “X – Purpose”</p> <p>Group G leads discussion on the class blog this week</p>
	F Nov 18	<p>Tech day: Blogging</p> <p>Homework (due by 11:59 PM): This week we’ve discussed the future of technology and how it might develop over time. For this week’s blog, I want you to play the role of “technology futurist” and tell your fellow classmates how technology might develop in the future. If this is too broad a question for you to answer, pick one technology (cell phones, the web, tablet computers, etc.) and discuss how you think that particular technology will evolve. Again, be creative!</p>
Week 13	M Nov 21	<p>Final project working day</p> <p>Homework (due by 11:59 PM): Send me (amassanari@luc.edu) a list of your group members, what you are going to create for your new media artifact, and a project plan for getting it done. Be sure to</p>

		include any questions you need answered and any help you might need from me.
	W Nov 23	NO CLASS – Thanksgiving break
	F Nov 25	NO CLASS – Thanksgiving break
Week 14	M Nov 28	Final project working day
	W Nov 30	Final project working day
	F Dec 2	Final project working day Homework (due by 11:59 PM): Reflect on what you’ve learned this semester in a 500+ word blog posting. Will what we’ve talked about change the way you think/use technology? Why or why not? Make specific reference to some of the ideas we’ve discussed during class and articles you’ve read this semester.
Week 15	M Dec 5	New media artifact presentations
	W Dec 7	New media artifact presentations
	F Dec 9	New media artifact presentations + evaluations Due in class: New media artifact

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)