



# UT PERMIAN BASIN

COMM 4350 783

Communication and Instruction

Spring 2025 Session 8W1

Delivery Method: Online

## Course Information

Class Location: Online

- 10:45 AM

## Course Description

Explores how to communication functions instructional settings with emphasis on instructor-learner interaction designing and evaluating oral presentation assignments dealing with communication apprehension fostering effective listening and conducting discussions.

**Prerequisites.** None

**Credits:** 3 semester credit hours

This course is an accelerated 8-week course that follows the UTPB Academic Calendar. The course begins on **13 January 2025** and ends on **7 March 2025**.

## Instructor Information

Name: Dr. Rachel Martin Harlow (Dr. Harlow or Dr. H; she/her)

Email: harlow\_r@utpb.edu

Phone: 432-227-0731 (remote office) 432-552-3319 (office)

Office Location: MB 4146

Office Hours: In-person and Teams hours by appointment.



## Schedule a Meeting

Use the link below to schedule a meeting with your instructor:

[Book time with Rachel M Harlow: Office hours](#)

For assistance contact [help@utpb.edu](mailto:help@utpb.edu)

## Web Conference Hours

I'm available for web conferencing through UTPB's Microsoft Teams.

1. First, email me through Canvas Inbox or my UTPB email to set up an appointment.
2. At our scheduled appointment time, navigate to my.utpb.edu, select the **Office 365** button, then open Teams.
3. Find me by typing my name in the Chat or Call areas.

## Course Learning Outcomes (CLO)

The field of Instructional Communication is concerned with the role communication plays in the processes of teaching and learning, whether in schools, in organizations, or through media. Throughout this course, you will work toward the following learning outcomes:

- SLO 1: Discuss how instructional paradigms shape teaching and learning.
- SLO 2: Describe individual characteristics that influence learners' communication.

- SLO 3: Employ theories of social interaction and principles of communication to describe instructor-learner interactions in real and virtual environments.
- SLO 4: Employ theories of rhetoric and intercultural communication to explain how messages can be adapted to the specific characteristics, needs, and goals of learners.
- SLO 5: Employ theories of small group communication to explain how small groups may be used in various instructional contexts.
- SLO 6: Explain how communication media and communication technologies affect learning materials and messages.

## Career Readiness Skills

Students who complete this course will learn about and develop career readiness skills that support their future goals.

- **Career & self-development** is encouraged through the content of the course as students learn about their own communication practices. In addition, the format of the course provides opportunities to network with other students, to attend Career Services events, and to observe communication patterns in organizations.
- **Communication** is part of every lesson every week.
- **Critical thinking** is integrated into each lesson and each assignment.
- **Leadership skills**, including understanding motivation, using innovative thinking, and considering ethics, are integrated into the course.
- **Professionalism** is practiced in every lesson every week. In particular, effective work habits and behaviors are key to success in the course.
- **Teamwork** is introduced in this course through collaborative discussions and specific instruction and activities.
- **Technology skills** are developed in this course as you learn to navigate the institution's learning management system, student portal, email, and scheduling software.

## Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is in person or online. No matter what modality is used, the amount of credit you earn is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (lectures, class discussions, or other time

with the instructor) per week for a total of 16 weeks. In addition, the same student should expect 2-3 hours per SCH of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes each week in instruction and 6-9 hours of independent work outside of class.

Students in accelerated 8-week courses receive the same amount of instructional time per credit hour, but that time is spread across only 8 weeks instead of 16. In effect, this means that in this class, you should expect to spend about 6 hours per week in the Canvas classroom, watching videos, reading Canvas modules, doing the activities requested of you, and participating in discussions. Thus, in this class you should be prepared to spend 12-18 hours each week doing homework, reading, doing research, and so on.

Regular and active participation is essential to your success in this online course. As in face-to-face courses, the quality of your participation in the class depends on your regular attendance. Logging into Canvas one day per week is like showing up to class one day per week; it will produce similar results. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

## Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

**Title: Handbook of Instructional Communication**

ISBN: 9781351747370

Authors: Houser

Publisher: Taylor & Francis Group, LLC

Publication Date: NA

Edition: 2nd

Required or Recommended: Required

**Title: Handbook of Instructional Communication**

ISBN: 9781138729445

Authors: Houser

Publisher: Routledge  
Publication Date: 2017  
Edition: 2nd  
Required or Recommended: Required

*Faculty - This list reflects your selections in the Follett bookstore website.*

## Additional Materials

### Required Materials

You are NOT required to buy the textbook. It's available through the UTPB Dunagan Library for free.

Hosek, A. M., & Houser, M. L. (2018;2017;). In Houser M. L., Hosek A. M., Richmond V. P., McCroskey J. C. and Mottet T. P.(Eds.), Handbook of instructional communication: Rhetorical and relational perspectives (2 ed.). Routledge. <https://doi.org/10.4324/9781315189864>. Available through UTPB Dunagan Library ebook collection.

Other readings are noted in the course schedule and on a reading list in Canvas. These resources are also available through the library.

You must also have:

- A regular and reliable connection to the internet.
- A working UTPB email address connected to Canvas. Check this email daily.
- A flash drive or dependable access to cloud storage (such as Microsoft OneDrive, Google Docs, or Dropbox).

### Recommended Materials

American Psychological Association (2019). Concise Guide to APA Style. (ISBN: 9781433832734).

## UTPB Bookstore

[Bookstore link](#)

***This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.***

# Important Academic Dates

UTPB [Academic Calendar](#)

## Method of Instruction

This class is delivered online; you are responsible for reading, watching, or listening to the materials your instructor has provided for each week of the course. In addition, you will interact with peers and your instructor in discussions and in written assignments.

Dr. Rachel Martin Harlow is responsible for all instruction in the course. She will interact with you on the discussion boards and will grade those discussion boards and other assignments. Dr. Harlow provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

## Graded Material

### Graded Assignments

Students who take this course participate in the following course activities.

**Article summary papers (6).** Each week, you'll have one assigned reading and one reading you'll choose from a list your instructor provides. You will submit a brief paper of 350-500 words that includes a full citation, an original summary of the article (not the abstract provided), and an analysis of the article's strengths, limitations, and implications for both research and teaching practice. (SLO 3, 4, 5, 6)

**Weekly discussions (6).** Using what you have learned in your small group, you will participate each week in a large group discussion board in which you will respond to a prompt in an initial post of roughly 250-500 words (a very loose target). You will also be required to participate in a conversation with your classmates by replying to, critiquing, and discussing their posts and replies to posts. Please see the rubric posted to the discussion boards in Canvas for details about what you are expected to do. You will also be asked to make one brief introductory post the first week of the class. (SLO 1, 2, 3, 4, 5, 6)

**Learner comparative analysis.** For this assignment, you will compare and contrast yourself as a learner with a specific audience of learners you are likely to encounter. Use concepts from the readings to support your analysis. (SLO 2)

**Reflection on instruction.** You will write a brief (500-750 word) statement of your instructional philosophy, with particular focus on your approach to communication, at the end of the term. This statement should be supported with a limited amount of research. (SLO 1, 2, 3, 4, 5, 6)

**Exam.** You will take one final exam during this course. The exam will be an opportunity to demonstrate your comprehension of the course concepts and your mastery of the six student learning outcomes of the course. (SLO 1, 2, 3, 4, 5, 6)

### Assignment Grading Weights

Your final course grade will be decided on the basis of your performance cases, exams, and daily assignments. Regardless of the number of items completed in an area, the weighted value will not change. Each activity is graded on a 100-point scale.

Course Activity	% of Total Grade	Your grade	Multiply by	=	Weighted grade
Article summary papers (5)	30		.3	=	
Weekly discussions (6)	40		.4	=	
Learner comparative analysis	10		.1	=	
Reflection on instruction	10		.1		
Exam	10		.1	=	
				<b>SUM</b>	
<b>Total</b>	<b>100</b>			<b>=</b>	

### Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described in the following table.

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (88-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-87)	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (78-79)	Satisfactory completion of the content, structure, and originality of the

	assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-77)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D (60-69)	A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit (0)	Assignment was not submitted by the due date or was determine to violate academic integrity policies.

## University Policies

### Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Amber Lucero, Director of Student Emergency and Accessibility Services

**Address:** 4901 E. University, Odessa, TX 79762

Student Activity Center (SAC) Room #200D

**Voice Telephone:** 432-552-4602

**Email:** ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

### Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX



of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or [TitleIXCoordinator@UTPB.edu](mailto:TitleIXCoordinator@UTPB.edu).
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

## Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

## Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to [owl@utpb.edu](mailto:owl@utpb.edu).
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. ([Utpb.campus.eab.com](http://Utpb.campus.eab.com)) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email [success@utpb.edu](mailto:success@utpb.edu) for more information.

## Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

## Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

**Online Courses** are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

**Remote Courses** are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

**Hybrid Courses** are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

**HyFlex Courses** are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

**Face-to-Face/In-Person Courses** are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

## **End-of-Course Evaluation & Instructor Evaluation**

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## **Disclaimer & Rights**

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## **Distance Education Policy**

### **Preparation for Emergencies**

#### **Computer Crash**

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

#### **Complete Loss of Contact**

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your

contact information.

### **Lost/Corrupt/Missing Files**

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

## **Distance Education Courses and Student Identity Authentication Requirements and Policy**

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

## **Distance Education Student Authentication Policy and Syllabus Requirements**

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This

is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID\*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

\*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

You will validate your identity by completing a question in the mandatory syllabus quiz during week 1.

## Course Policies

### Use of Generative AI in the Course

The use of generative AI tools, such as ChatGPT, Grammarly, Copy.ai, Jasper, Anyword, Sudowrite, and others, is a current concern in academic writing. These tools are not a substitute for writing skill; rather, they're helpers we can use to make specific tasks easier or more effective. A calculator is most useful when the user understands the math concepts relevant to the problem they're solving; similarly, generative AI writing tools are most useful when you, the user, have a strong grasp of the principles of effective writing.

For this class, the use of generative AI tools is permitted for the following activities:

- Invention activities in which you generate and refine ideas and research questions.
- Finding raw information you can transform into evidence.
- Drafting outlines (not paragraphs) to organize your ideas.
- Checking grammar and style.

Generative AI tools may not be used in this class for the following purposes, among others:

- Substituting for your original writing or speech in discussion boards, assignments, project group work, or assessments.
- Writing a draft of any written assignment; writing full sentences, paragraphs, or papers you represent as your own work.
- Writing summaries or paraphrases of assigned readings.

You are responsible for the accuracy and legality of any and all information you use that results from an AI query: ensure that such information does not violate intellectual property laws, convey inaccurate information, or contain unethical content. Any and **all use of AI tools must be properly documented and cited** to ensure you are compliant with UTPB's academic integrity requirements. Follow the citation guidelines offered by the APA at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. The AP Stylebook also includes limited guidance. When in doubt about what is acceptable use, please ask me.

Any assignment that is found to have used generative AI tools in unauthorized ways may earn a grade of zero, and a pattern of such use is grounds for failing the course.

## Submission of Course Assignments

To earn credit for your course activities, you must submit them through the appropriate assignment dropboxes in Canvas. Keep in mind the following practices for submission of assignments:

- Submit all assignment files in .doc, .docx, or rich text format (.rtf). If you use a Mac, please save your files as .rtf as I cannot reliably open Pages files.
- Any time you link to content on the open web (such as an image or a YouTube video), include a working URL **and** a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

## Assignment Make-Up/Late Submission Policy

Timeliness is one component of professionalism, and because this is an accelerated course, your learning and your classmates' learning depends on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

Because students are made aware of the due dates of all assignments well in advance, I will **not** accept work that is not turned in by the date and time noted in the syllabus. If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error.

You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

## Instructor Absence

If your instructor is to be absent from the in-person class or away from the remote class for more than 72 hours, you will receive an email in advance.

## Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as she believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

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## Course Schedule

### Course Schedule

Reading assignments are due on the date they appear on the class schedule. The instructor reserves the right to adjust the scheduling of exams, chapters, and assignments to meet the pace of the class.

Wk	Date	Topic	Read	Turn In
<b>Module 1: Instructional communication and the learner</b>				
1	1/13-1/19	Welcome & how to succeed in this course What is instructional communication? Instructional communication paradigms	Handbook, ch. 1 Selection from week 1 list	Syllabus quiz Technology survey Introductions Week 1 discussion Week 1 article summary
2	1/20-1/26	Learners as communicators Cognitive and physical development Personality, motivation, and self-efficacy Willingness to communicate, CA Social & relational contexts	Handbook, ch. 6 Selection from week 2 list	Week 2 discussion Learner comparative analysis due
<b>Module 2: The instructor as communicator</b>				
3	1/27-2/2	Interpersonal communication in the instructor-learner relationship Nonverbal communication and listening	Handbook, ch. 7 Selection from week 3 list	Week 3 discussion Week 3 article summary
4	2/3-2/9	Managing small group communication in the classroom	Elwyn, et al., chapter 1 (library) Selection from week 5 list	Week 5 discussion Week 5 article summary
<b>Module 3: Designing the message</b>				
5	2/10-2/16	Rhetorical and intercultural considerations for instructors	Handbook, ch. 2 Selection from week 4 list	Week 4 discussion Week 4 article summary
6	2/17-2/23	Instruction and the media ecology	Handbook, ch.14 Selection from week 6 list	Week 6 discussion Week 6 article summary
7	2/24-3/2	Reflection on instruction	Farrell, ch. 9 (library)	Reflection on instruction due
8	3/3-3/7	Course conclusion	Catch up on readings.	Exam