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Instructor Contact Information

- **Instructor:** Ted (Theodore) Cocheu, pronounced ‘ko-shoe’ ([tcocheu@csumb.edu](mailto:tcocheu@csumb.edu)). Additional instructor information can be found [here](#).
- **Office Location:** Business and Information Technology Building, 2nd floor, when on campus.
- **Office Hours:** As an online course, I am always reachable via email and in-person or online meetings can be scheduled by appointment.
- **Question & Answer Forum:** You are encouraged to post course-related questions or concerns to this forum in iLearn for the benefit of the entire class. My normal response time in the Forum will be 12-48 hours with the exception of semester breaks and holidays. Be sure to review the [Rules of Netiquette](#) before posting questions to or responding to other’s posts to this or any other forum in this course.

What CST 273 Can Do for You

The course can help you further develop three real life skills needed to effectively participate in our American democracy and fulfill your civic responsibilities:

- Making sense of conflicting information about today's confusing socio-political issues (including “fake news”)—from social media, mainstream media, politicians, and other sources;
- Intelligently discussing politics with your family, friends, and classmates and effectively communicating an informed point of view;
- Making good decisions about your political actions, including who and what to vote for to best represent your interests and those of your community and what to advocate for and protest against.

Course Description and Prerequisites

CST 273 Cyberdemocracy is an online course that is designed to enable you to fulfill the University’s U.S. Histories and Democratic Participation (D2) requirements for graduation.

**Description from the CSUMB Catalog:**

- “Explores the implications of new communication technologies with regard to democracy, social activism, cultural identity, and social equity in the United States. Democracy cannot be separated from the issue of social identity since throughout our history many groups were excluded from political participation. Explores whether new media like the Internet will increasingly make identity irrelevant, or will create greater fragmentation.”
From My Personal Perspective:

- Let’s be clear about one thing during this precarious time in our country’s democracy--our democratic institutions are under assault from within and without. New communications technologies (via the Internet) hold the promise of helping to make citizen participation in our democratic processes more informed, empowered, collaborative, and effective. But, modern technology also holds the potential to misinform the public, deepen political divisions, and enable political mischief as we have recently seen. In order for us to gain the perspective and knowledge needed to successfully protect our democracy and forge a more just and equitable political future, we must understand the historical roots of our current politics and institutions. In this course we will look at the historical origins of our current political culture, processes, and institutions at both the Federal and State levels and constantly reflect on how they are impacting and being impacted by recent events.

Examples of the divergent current events we will study range from the constitutional basis for the Supreme Court’s decision to legalize same-sex marriage to how the State-Federal tension over “sanctuary cities” is a manifestation of the principle of federalism that the nation’s founders built into the constitution hundreds of years ago. We will also explore such recent social protest movements as Black Lives Matter, The Women’s March on Washington, #MeToo, and the Russian hacking of the 2016 presidential election. We will keep a keen eye on how our perceptions and understandings of events are shaped by depictions in the media and how the Internet can be used to strengthen and threaten our democracy. And each student will be given the opportunity to put it all together through research for the final paper related to how the Internet is being used to shape the future of political participation in America.

Academic Prerequisites:

- There are no prerequisites to take this course, but the following are highly recommended to do well: 1) a general understanding of U.S. political history, 2) having successfully completed a prior asynchronous online course, 3) solid writing skills, and 4) being able to properly cite and reference sources according to the APA format. There is a Self-Assessment Questionnaire in Week 1 to help you decide if this is really the right course for you. This is for YOUR benefit, so answer the questions candidly--your answers will not be graded. And the following two short articles are recommended to familiarize yourself with the challenges of taking online courses:
  - [14 Struggles Only Online Students Would Understand](#)
  - [What I Wish Someone Told Me BEFORE Taking Online Classes](#)
Course-level Learning Outcomes for Area D2: Combined U.S. Histories and Democratic Participation

“These (D2) outcomes reflect the statutory requirements mandated by CSU Executive Order 405 requiring students to understand U.S. History and an "American Ideals" requirement. A U.S. History/Democratic Participation course at CSUMB gives students the opportunity to examine U.S. Histories and the California and U.S. Constitutions within the context of CSUMB core values, including applied active and project based learning, multicultural and global perspectives, and ethical reflection and practice.”

The specific D2 course learning outcomes are as follows, as stated in the CSUMB Catalog, and the module-level learning outcomes that support them are stated at the beginning of each weekly assignment in iLearn:

1. **Historical Knowledge**: Students identify and describe processes, diverse peoples, and events in the histories of what is now the United States nationally, regionally, and globally over a span of at least 100 years, including the study of culture, politics, economics, social movements and/or geography.

2. **Historical Research and Analysis**: Students become their own historians by demonstrating the ability to gather information, select relevant evidence from the information gathered, evaluate its credibility and use that evidence to explain and interpret the past.
   - Effectively identify relevant scholarly sources on the topic; understand the distinctions between primary historical evidence and secondary historical sources.
   - Select library databases appropriate to the topic. Identify and combine keywords and synonyms to develop a search strategy; effectively execute the search in appropriate library databases.
   - Evaluate the credibility of information sources, using the following criteria: expertise & credentials, purpose & audience, point of view.

3. **Constitutional Knowledge**: Students identify and describe general principles, major provisions, and political philosophies of the constitutions of the United States and California at the time of their creation and how these constitutions have changed over time as well as the relations of power, interests, and concerns that those changes reflect.

4. **Comparative Political Analysis**: Students demonstrate basic understanding of how U.S. and California political institutions and practices function at the local, state and national levels in comparison with other forms of governance in
the world.

5. **Application:** Based on analysis of relevant sources, students use tools of political action in an historically informed political project focused on the local, state, or national levels that enables a reflection on the values and assumptions that inform their own and others’ political participation.

## Course Format

CST 273 Cyberdemocracy will be **fully online** with all assignments made available through the CSUMB iLearn learning management system. The overall format and process for the course will be as follows:

- **Weekly Video:** The instructor will post a video each Sunday that will give a brief review of the past week’s assignments and an overview of the next week’s subjects and assignments.

- **Weekly Assignments.** Weekly assignments will be posted in iLearn on Monday mornings and will normally include readings, quizzes, and forums.
  - **Readings/Quizzes.** There will be weekly readings from one or both of the two textbooks with weekly quiz or quizzes relating to the readings. Important notes:
    - **Two tries:** The quizzes are intended to help you learn from the textbooks and not penalize you. So you will have two opportunities to take most quizzes--you can go back and find the correct answers for those questions you miss on the first try.
    - **Multiple question types.** There may be different types of questions in a single quiz: single correct answer, multiple correct answers, and some questions ask you to select the one answer that is NOT correct. This is intended to provide variety, so be sure to read the questions carefully before responding.
    - **Multiple answer questions:** When a quiz question asks you to “Select one or more:” of the potential answers, be sure to select all the correct responses. For instance, if asked “What is true about the location of CSUMB?” it is both located in Seaside and located on the site of the former Fort Ord. Selecting one of these is worth 50% credit and selecting both is worth 100% credit. Such “multiple select” questions may have anywhere between two and five correct answers.
  - **Forum Essays.** There will be short (~350 word) weekly essays with additional assigned written/media sources that encourage critical application of the concepts learned in the textbooks and require additional research. Students are encouraged to look at and learn from
the essays submitted by other students 5 minutes after submitting their own. Also included in the essay category of assignments will be occasional online surveys and questionnaires.

- **Weekly Due Dates.** Weekly assignments must be completed in iLearn each week by Sunday at midnight (11:55 pm or 23:55) and will be graded the following week. Assignments submitted late will not be graded.

- **Grading.** Weekly quizzes will be graded immediately in iLearn. Grading of weekly forum essays will begin on Monday and will be completed no later than the end of the week, usually sooner. And the grading of the research paper (mentioned below) will be completed prior to the last day of the semester.

- **Feedback.** Written feedback on weekly essays will usually be given: 1) to selected students who require assistance at the discretion of the instructor, 2) whenever specifically requested by a student, or 3) when a student’s grade falls below 70%. Students whose running cumulative grades during the first half of the semester fall below 70% will be notified by the instructor one or more times.

- **Cyberdemocracy Research Paper.** There will be a final research paper for the course, conducted on an individual basis, to relate course concepts to trends in Cyberdemocracy.

- **Midterm/Final Exams.** There will be no midterm or final exams in this course, since understanding of the content is evaluated via quizzes on a weekly basis.

### Required Textbooks

The following two textbooks are required for this course. Since both books have been updated to reflect recent political changes and events, you are strongly advised not to use free Internet versions or past editions--and the weekly quizzes have been updated to reflect changes in the latest editions. Access to these books can be purchased through the campus Bookstore or directly through the publishers.

- Paletz, David L, Diana Owen, and Timothy E. Cook. *American Government and Politics in the Information Age*. v. 3.1 Washington, DC: FlatWorld Knowledge, 2018. Print copies of the book must be purchased directly from the publisher Flatworld Knowledge, while digital access can be purchased from either the Bookstore or the publisher. For those who need more time to purchase access to the book, this link will provide you free access to the first chapter: [http://scholar.flatworldknowledge.com/books/30820/preview](http://scholar.flatworldknowledge.com/books/30820/preview). **Note:** Obtaining digital access can be a little confusing because the publisher provides an “All access Pass,” enabling you to access any of their textbooks, rather than specific access to this particular textbook. Please contact Jared Isaeff <jisaeff@csumb.edu> at the bookstore.

One copy of each textbook is also available for your use at the CSUMB Library Course Reserves.

**Assistance for the Course**

- **Office Hours:** As noted previously, please email me at anytime or schedule an online or in-person appointment if you would like assistance with the course. If you are having trouble in any aspect of this course, please let me know as soon as possible.

- **Question & Answer Forum:** Post any and all questions about the course to the Q&A Forum in iLearn and I will respond with within 24-48 hours (posting questions in iLearn will automatically notify me). This will be the central repository and clearinghouse for questions and comments about the course. Posting questions here will also enable your classmates to see them and potentially get their questions addressed.

- **Library:** An integral part of this course involves information literacy, including online research at the college level. CSUMB’s reference librarians are available every day the Library is open. Please contact them in person, or by phone, text or e-mail with your questions. Contact info is at: [https://csumb.edu/library](https://csumb.edu/library).

**Writing Tutoring -- Cooperative Learning Center:** All writers can benefit from getting feedback from knowledgeable readers. This feedback can be especially helpful if you are not confident in your academic English writing skills. There are three options for writing tutoring through the Cooperative Learning Center:

1. **Online tutoring** - Submit your paper online and receive a response from a tutor in 24 - 48 hours. Please note that for essays due Sunday, you should submit a draft no later than Thursday night. Access e-tutoring on the CLC website: [https://csumb.edu/clc/online-tutoring](https://csumb.edu/clc/online-tutoring)

2. **Drop-in tutoring** - Stop by the Library, Suite 2125, to work on your assignment and ask a writing tutor questions. No appointment is necessary during the following drop-in times. Note that there is a **Sunday afternoon/evening option** for those who like to work with a tutor on their writing assignments (essays, paper) before the weekly assignment deadline (Sunday at midnight):
   - Mondays 1:00 – 3:50 p.m.
   - Wednesdays 2:00 – 4:50 p.m.
   - Fridays 11:00 a.m. – 2:50 p.m.
   - Sundays 4:00 – 7:50 p.m.
3. **One-on-one appointments** - Make a 50-minute appointment to work with a tutor one-on-one. Weekly appointments with the same tutor are available if you want to improve your overall writing skills. To make an appointment, visit [https://csumb.edu/clc](https://csumb.edu/clc) or call (831) 582-4104.

**Note:** Many students are also not skillful in properly citing their sources and providing references in their written work according to APA format—and their grades suffer as a result. If this is true for you, this is another great reason to seek tutoring support from CLC as early as possible.

You are strongly encouraged to use this free service to give you the help you may need to further develop this very important life skill—effectively expressing yourself in writing. For more information or to talk about which tutoring option is right for you, contact Nanda Warren, CLC Writing Coordinator, nwarren@csumb.edu.

**Course Calendar**

We have a lot of content to cover in this course, so topics will be addressed in one-week modules per subject. Specific directions and assignments for each week are listed by week in iLearn. Updates will be posted in iLearn and you will be notified of changes via course announcements as needed. Note that the Learning Outcomes and Learning Activities listed in iLearn beyond Week 1 are from the previous semester and will be updated each Monday morning to reflect current political events. See weekly calendar of subjects and readings below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>CST 273 Weekly Summary</th>
<th>Books/Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21-27</td>
<td>Communication in the Information Age</td>
<td>Amer Govt 1</td>
</tr>
<tr>
<td>2</td>
<td>1/28-2/3</td>
<td>The Constitution and Structure of Government</td>
<td>CA Politics 2</td>
</tr>
<tr>
<td>3</td>
<td>2/4-10</td>
<td>Federalism</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/11-17</td>
<td>Civil Liberties</td>
<td>Amer Govt 4</td>
</tr>
<tr>
<td>5</td>
<td>2/18-24</td>
<td>Civil Rights</td>
<td>CA Politics 5</td>
</tr>
<tr>
<td>6</td>
<td>2/25-3/3</td>
<td>California Political History, Direct Democracy</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/4-10</td>
<td>The Legislative Branch (Federal and State)</td>
<td>Amer Govt 12, CA Politics 4</td>
</tr>
<tr>
<td>8</td>
<td>3/11-17</td>
<td>The Executive Branch (Federal and State)</td>
<td>Amer Govt 13, CA Politics 5</td>
</tr>
<tr>
<td>9</td>
<td>3/18-24</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/25-31</td>
<td>Political Participation</td>
<td>Amer Govt 8, CA Politics 10</td>
</tr>
<tr>
<td>11</td>
<td>4/1-7</td>
<td>Campaigns and Elections</td>
<td>Amer Govt 11, CA Politics 9</td>
</tr>
<tr>
<td>12</td>
<td>4/8-14</td>
<td>Political Parties</td>
<td>Amer Govt 10, CA Politics 9</td>
</tr>
</tbody>
</table>

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### Assessment of Student Performance

**Assignment Categories**

- **Quizzes.** Completing weekly textbook readings and associated quizzes will help provide a solid baseline of historical knowledge about the political processes and institutions at the Federal and State levels.
- **Forum Essays.** Writing weekly essays will help you develop the ability to apply the underlying concepts we will learn to current or recent events and develop convincing arguments to support your point of view. Writing essays will also help build the skills you will need to write a great final paper.
- **Final Paper.** Researching and writing the final paper will provide the opportunity to synthesize course knowledge and assess the past and future impacts of new technologies on American political processes and institutions.

### Overall Course Weightings

The weightings for grading the different assignment categories of the course are as follows:

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly textbook readings and quizzes:</td>
<td>40%</td>
</tr>
<tr>
<td>2. Weekly forum essays, surveys, and online discussions:</td>
<td>40%</td>
</tr>
<tr>
<td>3. Cyberdemocracy project (individual paper):</td>
<td>20%</td>
</tr>
<tr>
<td>Opportunities for extra credit may also be provided.</td>
<td></td>
</tr>
</tbody>
</table>

Since the overall grade is determined by percentage weightings of the three categories, you will be able to track your performance on individual assignments and on a cumulative basis at any time by checking the grade book in iLearn (under the Course Administration tab). Grading criteria for specific assignments and types of assignments (essays, research paper) are included with the assignment directions in iLearn.

Although the point value for individual quizzes (generally 10 points each) differs from that of forums (generally 20 points each), it makes no difference since the points for
all quizzes add up to 40% of the grade and the points for all forums also add up to 40% of the grade. Questions or concerns about personal grades should be directed to me via email and questions regarding course grading policies should be asked in the Q&A Forum in iLearn.

**Grading Policy**

As per University policy:

Instructors shall assign students the appropriate assessment symbols in a timely and reasonable manner. Assessment symbols include letter grades A, B, C, D, F, with plus or minus designations as determined below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-66</td>
<td>D</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
</tr>
</tbody>
</table>

According to University policy:

Students shall obtain a letter grade of C or better in any course taken to satisfy General Education requirements. Students earning grades below a C in any course taken to satisfy General Education shall be determined to have completed the course but not to have satisfied the General Education requirement.

See the University Enrollment and Registration Policy regarding specific procedures for adds/drops, withdrawals, and incompletes.

**Citation Formats and Grading Standards for Written Assignments**

There will generally be one or more weekly assignments that require you to write one or two brief essays in a Forum. To receive the best grades it will be important to follow the designated APA format for citations and references and to understand the standards that will be used to grade essays. Please carefully review Properly.
Formatting Citations and References (APA) in CST 273 Written Assignments. Essays or papers not using the proper style for citations will lose points.

Academic Integrity

“Academic integrity is of central importance in the University community and involves upholding the values, the principles, and the code of behavior held to be central in that community. Integrity concerns honesty and implies being truthful, fair, and free from lies, fraud, and deceit. Inherent to the CSUMB community are the values of honesty, trust, fairness, respect, and responsibility.” Violations of the Academic Integrity Policy, including plagiarism, have resulted in multiple students failing this course. Please carefully read the University’s Academic Integrity Policy.

According to the Policy, specific forms of Academic Dishonesty include:

- **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours. Cheating also includes: unauthorized submission of identical work in more than one course, altering or interfering with grading, lying to improve a grade, altering graded work, unauthorized removal of tests from classroom or office, and forging signatures on academic documents.

- **Fabrication**—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty**—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

- **Plagiarism**—the deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

Note that the three most common violations of academic integrity in written assignments that have resulted in students failing CST 273 91-92 are:

- Copying material from a source without giving proper attribution.
- Copying material from another student in the current course.
- Copying material from another student who took this course in a prior semester.
- Intentionally fabricating or misattributing information or citations/sources.

Accommodations/Accessibility

CSUMB welcomes and accommodates students with learning disabilities. Students with disabilities or who may wish to be evaluated are strongly encouraged to review the Student Disability Resources Student procedures for Requesting Accommodations. You
are encouraged to contact the Student Disability Resources (SDR) office as soon as possible so the needed accommodations can be made. To set up an appointment with the SDR Advisor, call (831) 582-3672 (voice) or (831) 582-5307 (TTY), or email student.disability.resources@csumb.edu.

The iLearn Learning Management System used by CSUMB (a version of Moodle) has been made highly accessible as can be seen in the iLearn/Moodle Accessibility Statement. In addition, every effort has been made to make the CST 273 course as accessible as possible in compliance with the CSU Accessibility Technology Initiative.

Privacy Policies

The following links provide access to the privacy policies applicable to this course and the technologies employed:

- [The Family Educational Rights and Privacy Act (FERPA)](https://example.com/ferpa)
- [Google Apps Privacy Policy](https://example.com/google-apps-privacy)
- [YouTube Privacy Policy](https://example.com/youtube-privacy)

Technology Requirements and Resources

Technology Requirements

- Ability to use iLearn--the entire course is administered through iLearn (see the Resources below for a link to helpful “how to” iLearn videos).
- Dependable computer.
- Consistent internet connectivity.
- Understanding of browsers like Chrome, Firefox and Safari.
- Ability to search the Internet for sources (for essays and paper).
- Ability to use online programs in Google Apps (Docs, Youtube).
- Ability to document with photos and make screenshots and share.

Technology Resources

- Getting familiar with the iLearn system will be key to your success in this online course, since all assignments and learning resources are accessed through it. The [Center for Academic Technologies](https://example.com/center-for-academic-technologies) at CSUMB has created “how to” videos that you will find very helpful in learning more about the system. See the “iLearn/Moodle video how-to's for Students.”

- There are a variety of campus resources provided to help students enhance their technology skills and you are encouraged to take advantage of these opportunities as needed. See: Technology Support Services.

- At all times you are expected to operate with integrity and use ethical, legal options. To this end, you are encouraged to read and comply with CSUMB’s Acceptable Use of Computing and Technology Resources, which applies to all campus users. On a practical note, if you should need tech assistance with your
computer, CSUMB’s Information Technology staff are only authorized to help you with legally obtained software.

- Computer labs on campus may generally be used whenever there is no class in session. The Library has open-bay computers on the first floor and laptops available for checkout from the Circulation Desk.
- The iLearn/Moodle Learning Management System has been made highly accessible as detailed in the Accessibility Statement for iLearn/Moodle.
- Please contact the Information Technology Center as needed:
  - **Hours:** Monday - Friday, This course is consistent with the CSUMB vision, statement states: “The University will invest in preparation for the future through integrated and experimental use of technologies.”
  - 8 a.m. to 5 p.m. Telephone: (831) 582-4357
  - **Web site:** https://csumb.edu/it/computers-software-printers
  - Walk-in support for laptops is available. Limited assistance may also be available in residence halls. Contact the Help Desk for details.

### Sexual Misconduct, Dating and Domestic Violence, and Stalking

CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct:

**University Police Department**
- Emergencies: 911
- Non-emergencies: 831-655-0268

**Title IX: Discrimination, Harassment, and Retaliation Office**
- Call: 831-582-3510
- Email: wensmith@csumb.edu
- Email is recommended for fastest response

For confidential support:

**Campus Advocate/Monterey County Rape Crisis Center**
- Call or text: 831-402-9477
- 24 hour crisis line: 831-375-4357

**Personal Growth and Counseling Center (PGCC)**
- Call: 831-582-3969

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.