

Overview

The Department of Communication at the University of Missouri-St. Louis, in an effort to continue its dedication to students' needs and expanding technology, has begun the development of select courses into electronic classrooms. The section of the course in which you are enrolled is one of these newly formatted courses to be offered. The web-based format replaces the traditional lecture and discussion with a more flexible, hands-on approach that gives students greater freedom in terms of when to participate and complete assignments. The result is that students may work on web-based courses at nearly any time that fits their schedule and/or routine.

Accessing Online Courses and Materials Using the My Gateway System

The Communication Department utilizes the My Gateway system provided by UM-St. Louis to deliver online courses. My Gateway is a Blackboard-Based Learning System (for more information about the infrastructure, visit <http://www.blackboard.com/>). My Gateway, a version that is accessible to registered students at UMSL, allows users to interact with other students and professors in a virtual electronic classroom. Blackboard (MyGateway) runs independent of the operating system. It relies on the internet browser and the plugins recommended by ITS at UMSL (see below). Any computer with an up-to-date operating system, Windows, Mac or Linux, as long as the internet browser is up-to-date, will suffice for using MyGateway.

Note: Cookies and JavaScript must be enabled in your browser for MyGateway to work correctly.

PC/Mac Software Recommendations



Microsoft Word



Mozilla Firefox

PC/Mac Plugins



RealMedia 11 Basic Streaming/Multimedia Recommended



QuickTime 7 handles Streaming/Multimedia



Windows Media Player



Adobe Flash Player



Adobe Shockwave Player



Adobe Acrobat Reader



Viewers for Microsoft Word, PowerPoint and Excel (choose your product and use the search term "viewer").

Mac Specific Plugins



Play Microsoft Windows Media Video (wmv) files in Quicktime on a Mac

To access a course site, you must first log into the My Gateway system. To begin, go to the following address: <https://mygateway2.umsl.edu/webapps/login>.

Students must know their Gateway ID to access the system. If you don't have it, you can search for it by clicking on the "Gateway ID Search" link by accessing the site directly via:

The screenshot shows the MyGateway login page. At the top, there is a navigation bar with links for Home, Help, and Login. Below this is a banner for the University of Missouri-St. Louis. The main content area is divided into several sections:

- MyGateway Login:** A section with a 'Security Information' link, fields for SSO ID and Password, and a 'Login' button. A note below the fields states: "Logging in acknowledges agreement to access@umsl.edu/policies".
- Umsl Login Announcements:** A section with a 'Umsl Announcements' link and a 'Umsl Suggestion Box' link. The suggestion box text reads: "The University is eager to learn your thoughts and ideas for addressing issues facing UMSL. The suggestion box allows you to provide input on enhancing the quality of our programs, improving basic campus efficiencies or processes and, when possible, saving money. Comments will be sent to the appropriate vice chancellor for full review and action. Reports of comments received and actions taken will be made to the University Assembly, Staff Association, and SGA. To leave a suggestion, please click on: <http://www.umsl.edu/services/academic/news/suggestionbox.html>".
- Campus Events:** A section with a 'Campus Events' link and a list of events: "Tai Chi Qigong at Noon", "UMSL Fight at the Ballpark Tickets on Sale", "Fire Dragons/Tai Chi Qigong Combination at Noon", and "Easume Writing Workshop".
- TRITONS@HOME:** A section with a 'Weekly Highlights' link and a photo of a student. The highlights include: "June 22, 2010 Women's Tennis and Basketball Teams Honored by GLVC" and "June 25, 2010 10 Student-Athletes Named Recipients of Inaugural GLVC Academic Award". A 'Read Bio' link is provided for the student photo.
- Content Preview:** A section with a 'Content Preview' link and text: "Guests can preview course or organization content by following these links: [Course Catalog](#) [Organization Catalog](#)".
- SSO ID Tools:** A section with links for "Look up your SSO ID", "Forgot your password", and "Change your password".
- MyGateway Help Links:** A section with links for "Student", "Faculty", "Browser", and "General Info".
- Follow the Tritons on Facebook and Twitter!** A section with a 'Recent Scores' link and text: "No scores to report at this time."

https://sso.UMSL2.edu/perl/id_search.pl

Please Note: You will need your social security number. If successful, the search will present you with your Gateway ID, as well as the format used for your default password.

Default passwords for your Gateway/SSO ID have been created using a combination of your birth date and Social Security Number.

The format of the default password is YYDDSSSS where:

YY = year of birth DD = date of birth (day of month) SSSS = last 4 digits of SSN

Every registered UMSL student is assigned a Gateway ID and password. If you have difficulty logging in, obtaining your Gateway ID, or other access problems, contact the Campus

have selected a course that is not web-based or has not yet been uploaded. Course sites are generally available about a week before classes start.

Basic Navigation in the Course Site

All course sites in the My Gateway system have the same basic format. However, because each course site is modified and maintained by the primary instructor, the specific features available in a particular course will vary.



For most of the web-based courses offered by the *Department of Communication*, the same features will be available in each class. The following is a detailed list of the menu options you are likely to encounter.

Announcements

Typically, the course site displays the announcements when you first log in. However, the start page can be modified. If the announcements do not show up immediately, clicking on the “announcement” link will show you any recent announcements that the professor may wish to highlight.

Staff Information

This option displays biographical and contact information for the professor responsible for the course, as well as any contributing faculty members and/or Graduate Teaching Assistants.

Course Documents

This folder generally contains a number of sub- folders that provide access to a variety of documents related to the course. If the Course Information option was not included at your class

site, you should be able to find the syllabus and other course information here. Although classes and professors vary, you will typically find all of the documents and picture files in this folder. Take some time to get familiar with how your professor organizes this section so that you can easily find the items that you need.

Assignments

As with the Course Information link, some professors do not use this option. However, if the option is available, you should get information about any assignments or projects required by the course.

> Assignments/Grade Book

The Assignments/Grade Book option is one of the mechanisms by which you may submit assignments to the professor of the course. Students may download assignment instructions and upload completed assignments in the same location at the class site. Students may also verify successful file transfers immediately. In order to download assignment instructions, students need to click on **Assignments** and then the View/Complete Assignment link. Clicking on the Assignment Files: (name of assignment) link will allow students to download the assignment's instructions to a disk or computer's hard drive. Students must save the assignment in order to retain a copy.

When a student has completed the assignment, s/he needs to click on **Assignments** and then the View/Complete Assignment link. The student must go to the (2) *Your Files* option and type the student's name and assignment's title in the *Comments* textbox. The student must click on **Files to Attach** and browse to the document containing the completed assignment. Once the assignment has been attached, the student must click **Submit**.

After the assignment has been submitted, students may verify the instructor's receipt of the assignment. In order to do this, the student must click on **Tools** after submitting the assignment and then click on **View Grades**. The Submission date will appear in the "last submitted, edited, or graded" column.



UMSL University of Missouri–St. Louis

MyPlaces | Home | Help | Log Out

MyGateway Home | Students | Faculty/Staff | Knowledge@UMSL | Library | Request System | Scholar

SS10-COMM2231-001 My Grades

SS10-COMM2231-001

Announcements
Staff Informa...
Course Documents
Assignments
Discussions
Tools
External Links

My Grades

Item Name	Details	Due Date	Last Submitted, Edited, or Graded
2231 Electronic Course Agreement	Details		
Syllabus Quiz	Details		

If not, the student needs to resubmit the assignment. Students should be aware that the Assignments/Grade Book option includes a virtual lock that will refuse submissions after the assignment's deadline has passed. Please note: Each instructor has her/her own policy regarding the acceptance of late submissions. Review the syllabus carefully and familiarize yourself with the late submission policy in each class before assignments are due. In other words, it is the student's responsibility to know the instructor's policy before an assignment deadline is missed.

Books

If this option is available, you will see any books recommended or required for the course. In some cases, a picture of the cover of the text may be included.

External Links

This option, if available, will provide access to a variety of useful web pages. In most cases, this section will include system related links (such as downloading instructions for Adobe Acrobat Reader or the latest version of JAVA) and course related links (addressing specific content related to the course and/or assignments). As with the Course Documents section, this folder may be organized into sub-folders. Be sure that you are familiar with how your professor organizes this section so that you can easily find the links that you need.

SafeAssign

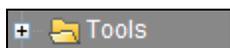
Instructors may require students to submit their assignments via the SafeAssign option. SafeAssign is described as a plagiarism software that compares student submissions proprietary databases of papers and the Internet. After the comparison is completed the instructor received a report that indicates all sections of a student's essay or report that are found in the database or on the Internet. Afterward, each essay received is added to the database for comparison to future submissions from other students. This prevents each student from being subjected to plagiarism in later semesters

Students must upload their assignments to the SafeAssign option in the same way that assignments are uploaded to the general Assignments section. When a student has completed the assignment, s/he needs to click on **Assignments** and then the [View/Complete](#) link. The student must go to the (2) *Your Files* option and type the student's name and assignment's title in the *Comments* textbox. The student must click on **Files to Attach** and browse to the document containing the completed assignment. Once the assignment has been attached, the student must click **Submit**.



After the assignment has been submitted, students may verify the instructor's receipt of the assignment. In order to do this, the student must click on  after submitting the

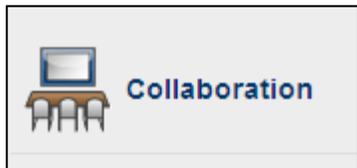
assignment and then click on . If a downward pointing green arrow  appears next to the student's name in the appropriate position in the assignment's column, the assignment was received. If not, the student needs to resubmit the assignment. Students should be aware that the Assignments/Grade Book option includes a virtual lock that will refuse submissions after the assignment's deadline has passed. Please note: Each instructor has her/her own policy regarding the acceptance of late submissions. Review the syllabus carefully and familiarize yourself with the late submission policy in each class before assignments are due. In other words, it is the student's responsibility to know the instructor's policy before an assignment deadline is missed.



This option provides access to all the tools that you will use to interact with the professor as well as fellow classmates. This section of the course site contains a variety of selectable sub-folders, and if it is not available, it means that any necessary sub-folders have been added to the main navigation menu on the left hand side of the screen. However, for convenience, assume that all of the following sub-folders exist within the Communication tab.



This links you back to the Announcements.



This option allows you to enter the virtual classroom for real-time chats. You will need a Java-enabled browser recent version of Sun Microsystems' JAVA program to access the chat room. Once collaboration is selected, you will be able to view a list of available chatrooms/interaction.

In this case, there are two chatroom sessions available:
 (1) Lecture Hall: Virtual Classroom and (2) Office Hours: Chat.



You can enter either chatroom by selecting the appropriate hotlink. Once selected, two new windows will open. The first will contain system information (and must remain active), while the second displays the actual chat content (a screenshot is presented on the next page).

On the upper left side of the Chat screen you will see an option that allows you to adjust the view, identifies the number of people currently in the chatroom, and the role of each one.

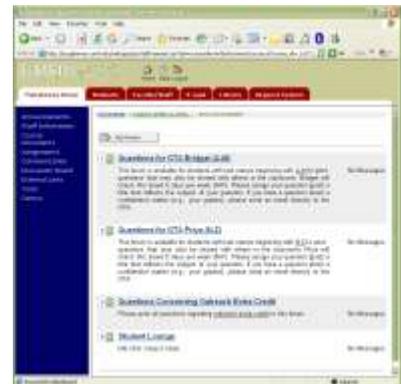


If you only see your name listed, there is no one else currently in the room who will receive your message. On the bottom left, you will see a link for user info and private message (if activated). The top right portion of the screen, if activated, includes buttons to record (archive) the chat,

pause the recording, stop the recording, and a bookmark function. The center right portion of the screen displays the information you and others are sending and receiving in the chatroom along with system updates (such as who has entered or left the chat session). Finally, the Compose line in the lower right portion of the screen is where you type messages that you wish others to see. Once you've typed your message, you must hit the enter key (or click the send button) in order for the message to be submitted and become viewable by other participants. Conceptually, this is like sending email except that everyone else in the chat room can view it and respond nearly instantaneously. For expanded coverage of all the available options for collaboration, review the My Gateway User Manual v6.

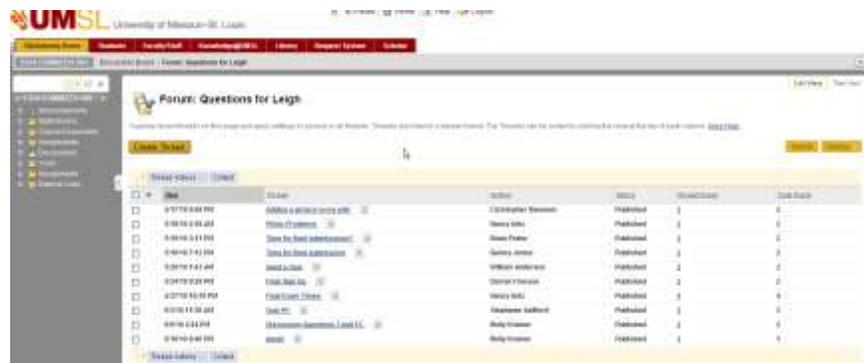


This option is used for communication in which the users do not need to be online simultaneously. Unlike collaboration, this form of communication allows you to write your comments and post them for others to read at a later time. Metaphorically, this is like a bulletin board where you can post notes for others to read and to which they may respond. Typically, the discussion board section is broken into specialized sub-folders for specific types of content. If an assignment requires you to post a message to a particular discussion forum, make sure that you select the correct one.



You can see whether new messages have been posted to a particular board by looking at the right hand side of the screen. To view postings in a discussion forum, click on the forum you want (for example, Questions for the Instructor, Questions for the GTA, etc.).

If messages have been posted, the title of each message, the person who wrote it, and when it was posted will be listed below. Simply click on the message title to view the posting (Note: If you click on the *name* of the person who wrote the message, you will access an email feature).



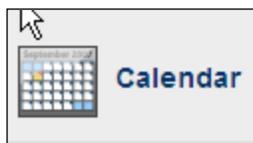
If you'd like to make a comment about what the person wrote, click **Reply** after reading the post. If you'd like to read other comments that people have made about the post, you can click on the thread detail below. Threads are designed to organize the content of discussion boards in much the same way that conversations are typically organized. The idea is that certain topics and messages are related to a single "thread" of conversation. When you are accessing a discussion board and read another person's post, you are reading a thread. If you reply to that post, you are adding to that thread. If you want to start a new topic of conversation, use the **Create Thread** button. When creating new threads, try to use titles that are descriptive and reflect the general content of your posting. This will make it easier for you to keep track of the communication as well as directing other users to the issue being addressed.



This option, if utilized, provides access to collaboration and discussion board options that are only available to certain users. In some cases, a professor may form groups in which all communication via chatroom and discussion boards are available to all students in the class. In other cases, the professor may set up group pages that allow groups to share messages among themselves that are not available to other group members.



This option, if available, will allow you to easily send email to your fellow classmates and/or the instructor.



This option, if available, will list important dates related to the course. You can view by day, week, or month.



The wiki operates much like a regular online blog but is limited to views by only those enrolled in the class. Students are able to post commentary as they would on a blog and then fellow classmates are provided the opportunity to post replies. Many instructors require a homepage to be completed using the Wiki.



Some instructors may upload lectures as podcasts for students to review.



This provides you with access to a detailed user manual for Blackboard (the platform for My Gateway). You will find information about a wide variety of features.



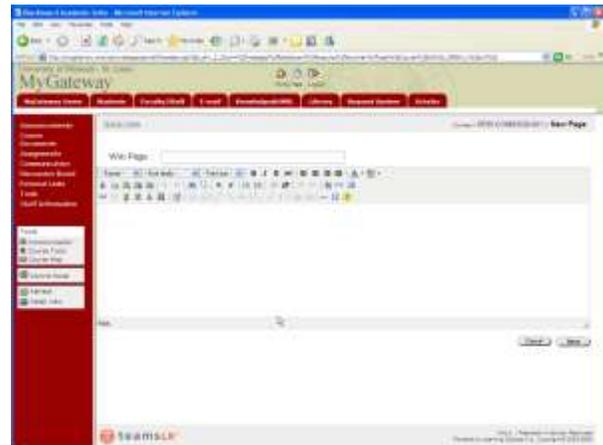
Selecting this option will allow you to monitor your progress in the course.



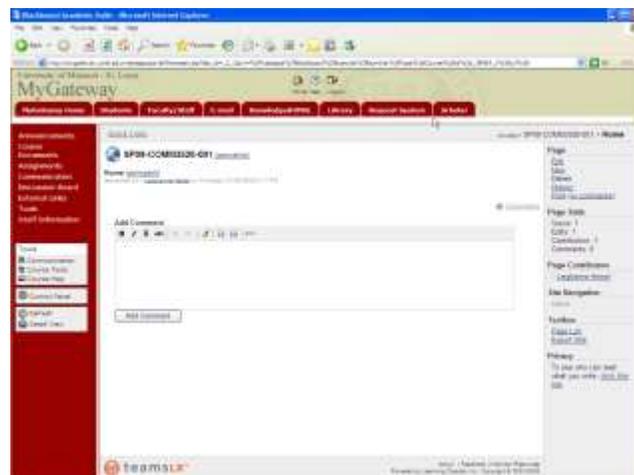
In order for students to post original commentary, students must enter the wiki through TOOLS by clicking the Wiki Tool button  Launch Learning Objects Teams LX Wiki Tool . Users must select **NEW** from the right side **PAGE** menu.



At the prompt, users will be invited via textboxes to record a title for their commentary and write the contents below. Users should select **SUBMIT** when finished.



In order for users to comment on other commentaries, students must click the **COMMENT** button, which will provide a pop-up text box. When completed, **ADD COMMENT** must be selected.



Each student's individual wiki page will appear as the default when the wiki option is selected. Students may view individual classmate's wiki by selecting the student's name, which is hyperlinked to the student's wiki page.



Teaching Roles in Web-Based Courses

As web-based courses expand, the nature and role of both students and teachers will continue to change. Instead of a passive lecture with note-taking, students must now become active participants in their own learning. Correspondingly, the role of the teacher in web-based courses has changed from the traditional model as well. Instead of delivering knowledge to students via lecture, web-based teachers facilitate the learning process through a variety of means including guidance, redirection, and correction. As the complexity of the student-student, student-teacher, and teacher-student interactions increase, specialized roles and responsibilities have evolved to meet these challenges.

Primary/Lead Instructors – Every web-based course has a Primary Instructor who is responsible for the class. PIs determine course policies and are responsible for assigning final grades. PIs work with all students enrolled in their courses, although some responsibilities may be divided if instructional support staff have been assigned.

Graduate Teaching Assistants – GTAs are graduate students enrolled in the Master of Arts degree program in Communication. GTAs have a strong academic background and benefit from having the current perspective of both student and teacher. GTAs may be assigned a section of a web-based course, in which case they would serve as the PI, or they may be assigned to a course with larger enrollments, in which case the GTA serves a supportive role to the PI.

Adjunct Instructional Support – As with GTAs, AIS staff may serve as Primary Instructors or in instructional support roles. AIS staff hold graduate degrees in Communication (Masters or Doctorate). AIS staff tend to be very familiar with the students and online programs as many received one or more degrees from UM-St. Louis.

Course Administrators – When two or more sections of a single course are offered online during a semester, a Course Administrator may be designated. CAs work to insure that content is consistent across sections and that assignments/evaluations are comparable. CAs are responsible for developing and integrating course materials, usually act as PIs, and work with GTAs and AIS staff assigned to the other sections. Typically, a CA is a regular faculty member.

Role Divisions – When a PI is assigned GTAs or AIS staff in a course, responsibilities are divided. Typically, PIs, GTAs, and AIS each take responsibility for a different set of students within the course (e.g., a GTA may be assigned to supervise group work for students whose last names begin with A-H, an AIS might supervise students whose last names begin with I-Q, etc.). When such divisions are implemented, the individual assigned to each group of students will be responsible for facilitating group discussions, receiving and responding to student inquiries, evaluating student work, and meeting or speaking with those students as needed. Students are expected to direct any questions about assignments and coursework, including scores received, to the individual assigned to the individual assigned. He or she should be the first person to contact if a student has a question about a grade on an assignment because the assigned PI, GTA, or AIS was the

one who evaluated the submission and assigned the grade. Please keep in mind that grading rubrics are implemented in each course to insure that assignments are evaluated in a consistent manner by all PIs, GTAs, and AIS staff involved in a course. Not only are assignment scores averaged and evaluated across graders, but a percentage of the submissions are typically graded by more than one person, helping to insure a fair and consistent evaluation for every student.

Expectations and Etiquette in Web-Based Courses

Web-based courses require the same amount of effort as traditional courses. Therefore, each online class should be approached in the same professional manner as any other university course. Required textbooks must be purchased at the beginning of the course and all reading and assignment schedules must be maintained. Assignments are collected and deadlines are enforced in the same way that you would expect in a traditional class. In most of the web-based courses, confirmation emails are sent (generally, within 48 hours) when a file is successfully retrieved from the DDB. Of course, if the instructor uses an Assignment-based submission, you will not receive a confirmation. To verify that the file was submitted, simply check your gradebook. If you do not receive a confirmation email, or there is no exclamation (!) in the gradebook next to your assignment, it is your responsibility to verify that the file was properly submitted (User error is not an acceptable excuse for late submissions). Keep in mind that both forms of verification merely indicate that a file was successfully submitted and do not necessarily imply about the appropriateness or quality of the submission. In general, we recommend that students keep a record of all of their electronic correspondence to resolve any discrepancies. If and when a discrepancy occurs, it is important to approach the instructor in a polite and professional manner. Writing a hostile and aggressive email is no more acceptable than yelling at a professor in an office or a classroom. Please keep this in mind and avoid writing strongly worded emails in the "heat of the moment."

Students are expected to demonstrate an appropriate level of professionalism and respect in their communication with PIs, GTAs, and AIS staff. GTAs and AIS are qualified to and have earned the responsibility and authority to make evaluations of student assignments and conduct. While it is perfectly reasonable for a student to question a grade he or she might disagree with, rude or disrespectful behavior will not be tolerated. Behavior that leads to a "hostile work environment" is prohibited by university policy and may be subject to sanctions by the Office of Academic Affairs. Faculty and staff endeavor to approach students in an open, respectful, and reasonable manner. Students are expected to do the same.

Computer-Mediated (CMC) vs. Face-to-Face (FtF) Interactions

Now that you're familiar with navigating in My Gateway, a number of issues need to be addressed regarding the nature of communication in the online environment. There are many differences between interactions that happen when people meet in a physical context when compared to a virtual environment. For example, in a physical context, facial expressions and other nonverbal cues are present which can help to clarify your message. In a virtual environment, these cues are not available. As a consequence, the specific message (or words) becomes much more important. In a physical context, you might turn to the person next to you,

roll your eyes and say, "That's a great idea!" This sarcasm is lost in a virtual environment, and the recipient is likely to interpret your message as positive. In contrast, you might be smiling at a message posted by another person in a virtual environment, and post "You're such a jerk!" thinking that the original message was a joke. In a physical context, a smile, nod, head turn, or body posture might help the other person realize that you are not trying to be offensive. In a virtual environment, however, people only see what you type. Imagine having a conversation with 3-4 people and suddenly having one person say, "You're such a jerk!" for no apparent reason. You'd probably be offended, hurt, or angry. Words are extremely important in a virtual context because this is all of the information that is available. Students will discover other examples of the difference between CMC and FtF as familiarity with communicating in a virtual environment is increased. However, misinterpretation, miscommunication, and misunderstanding are typically related to word choice. Always consider the way you phrase something before you post in a public forum!

Good → "Bob hasn't posted recently. Does anyone know if he's ok?"

Bad → "Bob hasn't bothered to post lately. Anyone know what's up with that guy?!?!?"

Common Issues in our Web-Based Courses

As the disclaimer at the beginning of this document indicated, not all courses will be consistent with all of the information contained in this document. The following information is superceded by contradictory information contained in the specific course syllabus unless otherwise indicated by the professor.

Course Agreement Deadlines: Most of the online courses offered by the Department of Communication require students to print and sign a course agreement indicating that they have read and understood the syllabus. The student must sign and return the course agreement *no later than the time/date indicated in the syllabus*. Students who do not submit their agreements by this date may be dropped from the course and may lose any points associated with submission of the form.

Academic Integrity: Students should read and be familiar with the student code of conduct at UM-St. Louis which is available online at http://www.umsl.edu/studentlife/dsa/student_planner/policies/conductcode.htm. Students should pay particular attention to the sections concerning cheating and plagiarism. Students who violate the university guidelines involving academic dishonesty will fail the assignment and may receive additional sanctions from the Office of Academic Affairs. If you have any question about what is or is not plagiarism, it is your responsibility to ask the Professor BEFORE submitting an assignment. *Please note: knowingly falsifying electronic records is a violation of the student code of conduct and will be vigorously pursued.*

Standards For Acceptable Submissions: This document outlines the standards for written assignments that most faculty members in the Department of Communication require. If your syllabus references these standards, be sure to read them thoroughly before submitting any work.

Evaluation Procedures for Virtual Group Assignments: Some courses may have a component of your score based on interactions and/or projects conducted with fellow classmates. The evaluation method for group work is different in an online environment. Each member of a virtual group generally will receive a score based on a combination of the submitted group assignments and/or his or her participation. Students who interact more often and/or provide more detailed and meaningful communication will receive higher scores than individuals/group members who interact in a very limited fashion. While the submitted product (if any) is considered as part of the grade for each group member, the majority of an individual's grade for each virtual group work will be based on the quality and quantity of the interaction that he or she engaged in. As a result, it is possible that one group member will receive 40 points, while another might receive only 15 points on the same assignment. However, participation during one VGA does not carry over to the next. It is important to continue interacting with group members throughout the semester.

Examples Ranging from the Worst to the Best Interaction Attempts:

Bob: "Did you watch Leno last night?" or "How about those Rams, eh?"

This post is probably irrelevant to the course content and virtual group topic. These types of postings can be both important and helpful for developing better relationships with your classmates and group members. However, in terms of grading, do not expect to get any points if this is all that you contribute to discussions.

Bob: "I agree with you." or "I disagree with you."

This post provides no meaningful information and is difficult to follow (as you will see when you begin making decisions with your group). Posting this message 12 times produces a large quantity of interaction attempts with extremely poor quality. You may feel like you've done a lot, but you haven't. Don't expect to get too many points if most of your posts look like this.

Bob: "I agree with you, Sally. In my experience, people work harder for bosses who treat them with respect than they do for bosses who are jerks. "

This is better than the previous post for a number of reasons. First, Bob identifies whom he is agreeing with (this helps to keep the interaction coherent). Second, Bob adds some personal information (i.e., experience, insight)... he doesn't just agree with Sally. This post would produce more points than the previous example.

Bob: "I agree with you, Sally. In my experiences, people work harder for bosses who treat them with respect than they do for bosses who are jerks. However, I think that we might consider a less extreme position. Remember the Leadership grid, and the Country Club Manager? We still need to be concerned about the bottom line."

This is better still, as this post references material directly from the text. This post would produce more points than the previous example.

Bob: "I agree with you, Sally. In my experiences, people work harder for bosses who treat them with respect than they do for bosses who are jerks. However, I think that we might consider a less extreme position. Remember the Blake & Mouton's Leadership grid? While our managers need to be concerned for people, they also have production requirements. On page 67 in the book, the authors seem to be saying that being overly concerned with people can be just as detrimental as being overly concerned about production. While I don't agree totally with Dave, it does seem like some people won't work hard unless the boss is

willing to exert his/her authority. Is telling an employee to wash a window or dust a table disrespectful? What if the boss thinks s/he's being respectful but the employee doesn't?"

The last example is a good post and would generate the most points. All of the components of previous examples were included, but specific references were made to the text and more evidence was presented. Additionally, Bob referenced another group member's message (Dave). Finally, Bob started a new topic with a question for Sally, Dave, and the other group members. Posting messages such as this would result in full points. Students may earn "extra" points for their group assignments by adding specific references to other credible sources such as websites, magazines, books, people, etc.

A Note on Grammar and Syntax: Transcripts of group interactions (emails, board postings, and chats) do not need to be grammatically or syntactically correct. In fact, if you consider spoken words, people are grammatically correct only 5-15% of the time. However, all submitted assignments should be grammatically and syntactically correct. Severe spelling or grammatical errors on submitted work will be penalized accordingly. Proofread everything that you submit!

Writing Labs

The Writing Lab, a division of the Center for Academic Development, is a friendly place to bring your essays, reports, resumé, or term papers for a critique. No appointment is necessary, and tutors are prepared to help both undergraduate and graduate students in all the disciplines. Some of the issues covered in the lab include organization, sentence clarity, development, grammar and usage. The Writing Lab tutors, many of whom have taken the same writing courses you will be taking, can assist you in achieving your best writing effort. A visit to the Writing Lab will give you the opportunity to receive feedback on any writing assignment for any course. Regular visits to the Writing Lab will help you maximize your writing effectiveness. They offer one-on-one tutoring to help you improve your writing:

- No appointment is necessary; use the lab services at your convenience.
- There is no charge for using the lab.
- Windows, Macintosh computers, MS Word and laser printers are available for your use.
- Tutors view writing as a "learning process" rather than a product, and will help you with any stage for which you need assistance.
- However, tutors do not write, edit, or proofread papers.

The writing lab is located in room 409 Social Science Building. Call (314) 516-5194 to verify when the lab is open as hours listed are subject to change.

Writing Lab Hours

Monday 1:00 p.m. to 7:00 p.m.

Tuesday 10:00 a.m. to 3:00 p.m.

Wednesday 10:00 a.m. to 3:00 p.m.

Thursday 1:00 p.m. to 7:00 p.m.

Sunday 1:00 p.m. to 5:00 p.m.

Student Training for My Gateway

If you feel overwhelmed by the amount of information included in this document about accessing and using My Gateway, student-training sessions are available at the computer lab located in room 103 Social Sciences Building (SSB). Also, staff members in any of the campus computing labs should be able to help you with most technical issues.

Feedback and Student Evaluations of Web-Based Courses

Students enrolled in online courses are able to provide feedback and evaluate the course in essentially the same way as traditional classroom-based courses. However, the evaluation of web-based courses differs from traditional evaluations in two important ways. First, course evaluations are accessed and completed online. The professor in charge of the course receives a report on evaluations only, and student responses will not be attributable to a particular student. Second, the evaluations are slightly longer than regular course evaluations because the web-based version includes a series of questions designed to help develop and modify courses to fit the needs of students. The professor will announce when the evaluation form is available and provide you with an Internet address and any additional information needed to access the evaluation form. Students are strongly encouraged to respond to the evaluation so that the Department of Communication can meet the ever-changing needs of our students.

Helpful Web Addresses

Instructional Computing, Helpful Info for New Students,

<http://www.umsl.edu/technology/instructionalcomputing/labs/labsinfo.html>

IC Lab Policies,

<http://www.umsl.edu/technology/instructionalcomputing/labs/labspolicies.html>

Current IC Lab Hours,

<http://www.umsl.edu/technology/instructionalcomputing/labhours.html>

Center for Academic Development, Writing Lab,

<http://www.umsl.edu/services/cad/writing.html>

Department of Communication Home Page,

<http://www.umsl.edu/divisions/artscience/communication/>

Free Download, Adobe Acrobat Reader,

<http://www.adobe.com/products/acrobat/readstep2.html>

Free Download, Sun Microsystems' JAVA,

<http://www.java.com/en/>