

ENG 406B Syllabus

Spring 2016

- Days/Time:** Hybrid – Tuesdays 11:30am-12:45pm + Online
Spaces: CBC C309 + Webcampus
Instructor:
Office: RLL (formerly RAJ) 245
Email: WebCampus Mail Only for Class
Phone:
Office Hours: T & Th 1:00pm--2:30pm or by appointment

English 406B provides an introduction to writing for and publishing in digital/online environments, with a specific focus on social media. The course emphasizes the social and collaborative nature of digital writing by examining, analyzing, and producing electronic genres in social, academic, and workplace contexts.

Through a variety of individual and collaborative activities, students of English 406B will achieve five course outcomes by the end of the semester and be able to

- Work individually and collaboratively to plan, produce, format, and edit digital media that effectively respond to particular rhetorical situations
- Create digital media that circulate in ethically and socially responsible ways
- Manage, analyze, and synthesize multiple streams of simultaneous information
- Analyze and evaluate digital media based on sound criteria
- Exhibit responsible social networking skills.

As a class, we will meet the course outcomes through online and face-to-face discussion, hands-on activities, and practical applications of digital media in a variety of rhetorical contexts.

Prerequisites

Completion of first-year composition required.

Primary Sources and Materials

All course and reading materials available through WebCampus.

Why no textbook?

There are several textbooks we could use for this class, such as [How to Design and Write Web Pages Today](#), and [The Non-Designer's Web Book](#), but there are many free resources for designing and building web pages. As a general principle, I prefer free, open-access resources.

I suggest that you look at some books and even purchase one of them if you are interested. But instead of a textbook, we'll be relying on free online sources, and helpful links and websites that I've found, that my colleagues have found, and that you will be finding. This method of gathering and vetting information and tools that are available online is one of the key skills we'll be developing in this class, because it's the way you will be learning and extending your abilities in the workplace today and in the future.

Workload

Each project will include a variety of in-class collaborative, online, and out-of-class activities, a process for understanding the material, and the submission of formal documents for evaluation. You will receive detailed explanations of the requirements, formats, and strategies for completing each module. Specifically, each of you will be responsible for the following work:

- Weekly Discussion Posts (10%)
- Personal Learning Network/Social Media Project (15%)
- Tool Evaluation and Training Project Memo (10%)
- Tool Evaluation and Training Project Annotated Bibliography (10%)
- Tool Evaluation and Training Google site (10%)
- Curation - Blog posts (10%)
- Curation - Sharing and Publishing (20%)
- Final Reflection - (10%)
- Attendance – (5%)

Grading

All submissions will be graded on a points basis (which coincide with the above percentages). Grades will be determined on a percentage basis using standard letter grades with plusses and minuses. These grades translate into the following scale:

A = 100-93%	A- = 92-90%	B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%	D = 69-60%	F = 59-0%

Webcampus Policies

You are expected to know and adhere to the following guidelines for participating in this hybrid course:

Your WebCampus responsibility: A significant portion of this course is taught in a WebCampus environment. That simply means that it is the same as a traditional course, only without face-to-face classroom interaction. As an instructor, it is my responsibility to deliver the same information as a traditional course, in such a manner that you will achieve the same learning outcomes as if you were in the traditional course. As a student, it is your responsibility to participate in the course as if you were enrolled in a traditional course. For you, that means **expect the same amount of work as a traditional course and expect to keep up with the workload**, including readings, projects, and deadlines. You should also expect to participate in the course by interacting with your instructor and fellow students via the WebCampus online environment. If you cannot meet your responsibility, if you are shopping for an easy online course, then I recommend you drop this course.

Electronic file submission format: All writing assignments must be submitted in an MS Word compatible format. Files with *.docx file extension are preferred. Apple, MS Works, or other non-MS Word compatible word processing programs will not be accepted.

Begin all documents with your last name. All files submitted in this course **must begin with your last name**. For example, if your name is "Jane Doe," and you were turning in the Introductory Memo assignment, you should name your file: "**doe_introductory_memo.docx**." If your name is Doe and you are reviewing Smith's draft, you should name the file "Doe_review_of_Smith_memo_draft.docx"

WebCampus mail versus the discussion tool: The Discussion tool of this course simulates "class time" in a traditional face-to-face classroom, so questions appropriate for a classroom setting should be posted to the discussion section. If you have a question about the homework, about the material, about when something is due, you are to post that question using the discussion tool where everyone can see it and anyone can answer it (see Figure 1). If another student in the class answers it before me, good for you and that student—you both will be rewarded for participating in class (see Figure 1 below; see also "Discussion" grade).

Type of Question	Tool to Use
Assignment-related questions How to complete assignments, when assignments are due, etc.	WebCampus Discussion Tool
Personal questions Grades, performance in course, etc.	WebCampus E-mail Tool

Figure 1: Discussion vs. Email. Use Email only for personal questions. All other questions about assignments in the course should be posted to the Discussion section in this course.

Use the Webcampus mail tool to contact the professor only for personal and private questions related to grades and your standing in the course. As I noted above, questions seeking clarification about assignments, including how to complete them and when they are due, should be posted to the discussion board. Questions seeking clarification about personal matters, such as grades, are appropriate for individual e-mails.

You may also from time to time be required to participate in a discussion about a particular concept, lesson, reading, etc. I will initiate the discussion and you'll take it from there. Like a traditional classroom, not everyone will have to "speak," or respond during the discussion, but if you consistently choose not to respond, then your participation grade will be lowered, just like a silent or unprepared student in a traditional class.

Response time: If you have questions for me, expect about a 1 day response time. Also, I may only occasionally check my WebCampus mail during the weekends, so expect that I will answer Friday or weekend questions on Monday.

Office hours: Webcampus mail is the best way to reach me. If you need to schedule an office visit, contact me via Webcampus mail to arrange a meeting time.

Late work: I will deduct a letter grade for each day an assignment is late.

Attendance & Punctuality

University policy requires that you attend every class. If you do miss a class, for whatever reason, you are responsible for making up missed work. You are expected to notify your instructor by phone or through WebCampus mail prior to an absence. In the case of unexpected emergencies, notify your instructor as soon as possible afterwards. You can be administratively dropped from the class after 4 absences without instructor notification.

Attendance counts toward 5% of your final grade. If you are not in class or do not participate on the discussion board by the assigned day, you will not receive credit.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to

conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is

located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

ENG406B Schedule – Fall 2016

Week	Topic for the Week	Reading (due by Monday, unless otherwise noted)	Activities and Deadlines
Module 1: Course introduction			
Week 1 Aug 29 - Sept 2	Introduction to the course Discuss readings, activities, hybrid course structure	Review Course Website Pulling Informal Learning Push and Pull Learning Digital Literacy (on Wikipedia) Digital Citizenship	Weekly reading post to discussion thread by Sept 1 Introductory Digital Inventory blog post by Sept 1
Week 2 Sept 5 – Sept 9	Thinking About Social Media Introduction to Social Media project	Let Twitter Be Twitter Can Tumblr's David Karp Embrace Ads Without Selling Out? Like Me, Like Me Not Working Out Loud What the Heck is a PLN? Guerilla Connectivism	Weekly reading post to discussion thread by Sept 6 2nd Digital Inventory discussion post by Aug Sept 6 3rd Digital Inventory discussion post by Sept 8 4th Digital Inventory discussion post by Sept 8 5th Digital Inventory blog post by Sept 8
Module 2: Learning Tools, Usability, and Initial Research			
Week 3 Sept 12 – Sept 16	Introduce Research Track I: Tool Evaluation and Training Project	50 free web design tools that rock 50 Ways to Tell a Story Learning How to Learn Software Affordances Affordances in Modern Web Design Task Analysis	Weekly reading post to discussion section by Sept 13 Make 2 discussion posts: 1) announce what social media activity you've joined and 2) post to discussion thread on tools that look interesting for the Tools Evaluation and Training Project. Both posts due by Sept 15
Week 4 Sept 19 –	User Experience, Critical Approaches to Technology	The Definition of User Experience Don't Make Me Think selection	Start evaluating topics for Tool Evaluation and Training

Sept 23	Start process of selecting tools for Tool Evaluation and Training Project	Critical Theory of Communication Technology	Project 2 posts to discussion thread: one response to a reading (by Sept 20) and one to suggest a team (by Sept 22).
Module 3 Curating Content, Sharing Content Ethically and Appropriately			
Week 5 Sept 26 – Sept 30	Introduce Research Track II: Curation Project	12 Attributes of a Successful Content Curation Strategy Content Curation Primer Ethical Content Curation 8 Ways to Find Great Social Media Content (Youtube) Samples of curation: Visual Storytelling 8 Cool Examples of Content Curation	Weekly reading post to discussion section by Sept 27 Post your analysis of your social media project to discussion section by Sept 29
Week 6 Oct 3 – Oct 7	Research Question: What tools are available (for both projects)?	What's the Law Around Aggregating News? 5 Rules for Being an Ethical Content Curator I F-ing Love Science Ex Admins Speak Out	Due: first draft of Reflection paper for Social Media Project by Oct 4 Proposal memo Tool Evaluation and Training Project by Oct 6 Post one review of peer's reflection paper draft to discussion section. Avoid duplicate reviews by Oct 6
Week 7 Oct 10 – Oct 14	Research Question: What is your topic and audience for your curation project?	Spend time in class with your team, working on annotated bibliography and brainstorming topics for curation project	Due: final draft of Reflection paper for Social Media Project by Oct 11 Post suggested topics for curation project to discussion section by Oct 13 Annotated bibliography for Tool Evaluation and Training Project by Oct 13
Module 4 Collecting and Sharing Resources, Developing Your Projects			
Week 8 Oct 17 – Oct 21	Research Question: What are your criteria for selecting/rejecting sources?		Post to discussion section list of tools for publishing your curation project by Oct. 18 Post to discussion section information streams to by

			Oct 20
Week 9 Oct 25 – Oct 29	Presentations of Training Project		Post additional information streams by Oct 26 Due: Draft of Google site for Tool Evaluation and Training Project due Oct 28
Week 10 Oct 31 – Nov 4	Presentations of Training Project		
Week 11 Nov 7 – Nov 11	Researching, Developing Curation Project		Due: final Google sites for Tools Evaluation and Training Project by Nov 8 List information streams for curation project to discussion section by Nov 10
Week 12 Nov 14 – Nov 18	Researching, Developing Curation Project		Weekly discussion post for curation: start posting recommended sources for Curation Project by Nov 15 and Nov 17
Week 13 Nov 21 – Nov 25	Sharing and Publishing: Curation Product Peer reviews of Curation Projects		Weekly post to discussion thread: link to Draft Curation Projects by Nov 22
Week 14 Nov 28 – Dec 2			Discussion post on Curation Project lessons learned due Nov 29
Week 15 Dec 5 – Dec 9	Sharing and Publishing: Curation Product		Due: Final Curation Project, Dec 6
Finals Week Dec 12 – Dec 16			Due: Final Reflections Dec 13