

2022 Spring: CI3342-Syllabus Contents



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Instructor Information

Course Instructor	Hong Shui
Pronouns	she/her/hers
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Office Hours	By appointment: please email me to arrange a time that works for both of us to meet online
Canvas course site	https://canvas.umn.edu/courses/293644



Welcome to the course!

I am so excited to know you and work with you through this spring semester. I am interested in your personal learning goals for the course and will facilitate you in whatever way I can. As an instructor, I am expected to provide clear guidance on course content and assignments, on-time feedback and respectful treatment. In return, you are expected to put effort in coursework, respect me and your peers, and ask for help whenever you need it. Since this online course is hosted most asynchronously, communication is pretty important for all of us.

I genuinely hope that we could have a greater understanding of social media & connected learning and continue to explore the issues in your future careers. If there are ways in which the overall structure of the course and class interactions could be adapted to facilitate full participation, please do not hesitate to share your ideas: comments and suggestions about the format are always welcome.



Course Description

This course investigates current and potential future impacts of social media using the connected learning model (Ito) and participatory culture (Jenkins) as a theoretical lens to understand the ways in which it can be used for learning. The connected learning model focuses on learning “pathways” that move across formal and informal settings to transform the very nature of learning – what it means, how it occurs, and where it takes place. In addition to gaining a philosophical understanding of participatory practices in spaces of connected learning, students will develop conceptual and practical expertise in using social media applications and social networking platforms

for learning, creative expression, forming connections, and interacting as global citizens. The overarching aim of this course is to help students become critical consumers and ethical producers of new media in various forms for learning purposes. A balanced analysis and critique of both the affordances and the challenges associated with social media use as a tool for learning will be an essential component of the course and will frame each social media application and network that is explored and authentically integrated into the course. An examination of social media practices and influence will include their use in both formal education as well as informal learning contexts.

Social media and social networking platforms are connected technologies that are transforming the way we learn through our ability to access resources, communicate with others, create digital artifacts, and participate in personal and professional networks online. As these socially-mediated technologies continue to proliferate, many people find themselves actively involved in participatory cultures that have implications for education and learning, including the online learning communities they engage in; the creative ways they use, shape, and share digital media for learning purposes; and the ways they collaborate with others to complete a task or crowdsource knowledge. Active engagement in today's world and workplaces required critical understanding of the educational impacts of social media tools. This course will analyze and critique social media applications to leverage their fullest advantage for learning. Course readings and supporting activities will frame both the affordances and the challenges of these evolving technologies as they impact learning across contexts, networks and local/global spheres.



Intended Audience

This course satisfies a requirement for the [Learning Technologies \(LT\) Undergraduate Minor program](#), which can be added to complement any Major program of study at the University of Minnesota. The course is designed for upper division undergraduate-level students from a variety of disciplinary backgrounds. There are no prerequisites for this course, but students should have some theoretical knowledge and understanding of human activity – including technology and learning -- as sociocultural constructions. That is, students who enroll in CI 3342 should understand social practices and technology artifacts not as facts but as social constructs. Students could gain this knowledge through a variety of first year liberal education courses in history, sociology or other social sciences.

Because students in this course will come from a variety of disciplines and fields of study, it is assumed they have a level of discipline-specific knowledge gained in their major and/or minor program through prior coursework to the extent that they will be able to engage in activities will require them to draw upon their discipline-specific knowledge and incorporate the application of social media within this specific discipline and context.

Each student will contribute prior knowledge in her/his discipline to a key intention of the class: recognizing and elevating the use of social media from merely an entertainment source to a source for learning, connecting, communicating, and creating digital artifacts in their field or future profession. Main activities for synthesizing students' prior learning include: weekly discussion and reflection activities that require students to apply what they are learning to their unique discipline, field, or professional career; and projects that

encourage students to apply the course content to a local context or area of personal and professional interest.



Learning Objectives

The course will be experience-based in that learners will be required to engage in many of the online social media tools and social networking activities that have been popularized today. **Active participation in the use of social media applications will be an expected part of this course, including those that use a variety of text-based, audio-based, and video-based recordings and communication.** Learners will also help determine course topics of personal relevance to them in order to complement the content, topics of discussion, readings, and online technology experiences. Upon completion of this course, learners will be able to:

- ❖ Identify key learning theories that relate to human-computer interaction in formal education and informal learning environments (sociocultural learning theory, distributed cognition, connected learning theory)
- ❖ Identify a variety of theoretical perspectives informing the implication of social media technologies for learning (participatory culture, technology appropriation, constructionism, mediation, and structuration).
- ❖ Explain the relevance and application of these theoretical frameworks and interaction-based models using real world examples related to connected learning .
- ❖ Articulate their own informed perspectives on the learning potential of social media and support their assertions with information and data gathered from current and credible resources.
- ❖ Identify a range of strategies and solutions to use social media for connected learning involving engagement in meaningful dialogue and creative expression with friends, professional peers or colleagues, and community partners.
- ❖ Identify the most widely used social media technologies, critically evaluate their participatory potential, and effectively demonstrate how to author and publish social media content with them.
- ❖ Articulate and demonstrate the ways in which communication and participation practices in social networks may be different with friends (i.e., less formal) than with professional peers or colleagues (i.e., more formal).
- ❖ Effectively engage in the use of a variety of social media tools for professional networking and maintain an appropriate professional online identity.
- ❖ Explain what it means to be an ethical, critical, and savvy digital citizen and offer specific examples based on their own social media practices.

This course also addresses the Undergraduate Student Learning Outcomes defined by the University of Minnesota in the following ways:

Students will identify, define, and solve problems. Utilizing a case-based approach, students will identify, define, and solve problems related to social media tools and networking platforms. Students will be presented with case examples and be asked to identify opportunities and challenges associated with social media as well as the implications of their use for learning. Students will also identify a range of strategies and “solutions” to utilize social media to its fullest advantage within personal,

professional, and educational contexts. It is important to note that students will be required to first define exactly what the issues and points of difference or opposing perspectives are before developing solutions or coming to their own informed conclusions. This outcome will be authentically assessed in students' video-based reflections and contributions to discussions each week based on case studies that are presented and cases they will be asked to seek out on their own and share with the class. It will also be assessed in students' ability to demonstrate these skills in their Reflection Blog and Podcast Pontification Project.

Students will locate and critically evaluate information. Students will be provided with activities that encourage them to learn how to use social media networks to seek out, locate, and critically evaluate information that is gathered from relevant, current, and credible resources. Students will explore what the rapid pace of technological advances and innovations, such as social media, mean for them in each of the roles they assume as learners in their everyday lives and examine the social implications of the pervasive role that social media and online social networking play. Students will define the positive and negative ways in which these technological innovations are potentially being used and impacting individuals, communities, and organizations. Students will reach conclusions about a range of strategies that can be employed to manage one's social media use and leverage it to its fullest advantage for connected learning. This outcome will be authentically assessed in several assignments that will require demonstration of these skills, including students' contributions to special discussion activities that will require they independently seek out literature on specific topics and share them with the class by summarizing and critically evaluating the source material, in their Reflection Blog, and in their Podcast Pontifications Project.

Students will have mastered a body of knowledge and mode of inquiry. In addition to gaining a philosophical understanding of participatory practices in spaces of connected learning, students will develop conceptual and practical expertise in using social media applications and social networking platforms for learning, creative expression, forming connections, and interacting as global citizens. Students will identify a range of strategies and solutions to leverage the potential of social media to engage in meaningful dialogue with friends, colleagues, and community partners and explain what it means to be a responsible digital citizen. Students will identify the most widely used social media technologies, effectively engage in them to maintain an appropriate online identity and explain how to author and publish social media content with them. This outcome will be authentically assessed in students' performance during the Social Media Debate, which will serve as authentic midterm assessment of this knowledge and mode of inquiry, and similarly in their Social Media Portfolio, which will serve as a summative assessment project.

Students will gain an understanding of diverse philosophies and cultures within and across societies. Various case studies from popular culture and real-world examples (i.e., those in the news headlines domestically and abroad) and the class discussions they incite will provide students with opportunities to develop and be able to articulate their own informed perspectives and to appreciate alternative perspectives. The differences in philosophies expressed by individuals in the class as well as those in the readings will encourage an appreciation for diversity. Readings and discussions about issues such as globalization and digital equity encourage students to examine the cultural context of technological affordances like social media in order to broaden their perspectives and consider how technology access and use may be different across societies. This outcome will be authentically assessed in several assignments that will require demonstration of evidence of this understanding

through their contributions in various discussion activities, video-based reflections, and written Reflection Blog postings.

Students will communicate effectively. Students will communicate and interact throughout the course, engaging in social learning and utilizing a variety of means. In addition to face-to-face communication in the on-campus class sessions, online class sessions will include student communication and interaction through audio, video, and text-based tools. It is very important that students be able to express their ideas and reveal their knowledge and understanding in written communication as well as verbal communication or speaking. Whether in writing or in speaking, effective communication will be assessed by how well students are able to articulate their point of view and support it with valid evidence rather than whether they reach some pre-ordained “right” answer. This outcome will be authentically assessed according to students’ demonstration of effective written communication skills (through digital writing in a Reflection Blog and text-based discussion postings) as well as effective verbal and visual communication skills (podcasts and videos they create) throughout the course.

Students will gain an understanding of the role of creativity, innovation, discovery, and expression across disciplines. Participatory culture is a theoretical construct that will support the study of social media throughout this seminar. Participatory culture emphasizes the potential of online technologies, including social media, to encourage creativity, innovation, discovery, and expression across disciplines. Henry Jenkins (a leading scholar in this area) defines participatory culture as having, “relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of information mentorship whereby what is known by the most experienced is passed along to novices” (2006, p. 7). A participatory culture “is also one in which members believe that their contributions matter and feel some degree of social connectedness with one another (at least they care what other people think about what they have created)” (2006, p. 7). So this course is ideally suited to help students understand the role of creativity, innovation, discovery, and expression across disciplines through interaction with social media and opportunities to actually create authentic products (like videos and podcasts) and share them with others through social media. Students’ contributions during these activities, assignments, and projects will provide opportunities for authentic assessment of this outcome, both in terms of conceptual understanding and practical skill.

Students will acquire skills for effective citizenship and life-long learning. Students will acquire skills for effective digital citizenship and lifelong learning throughout the course. Students will develop an understanding that many issues associated with social media have important dimensions related to responsible digital citizenship that must be taken into account. For example, this course will explore the competing rights of one’s freedom of expression online versus the responsibility one has to consider how his/her communication may impact or be perceived by others. A practical study of digital citizenship as it relates to interaction with and through social media will help students learn how to engage in discourse that is respectful of differences and does not harm or marginalize others. Additionally, students will explore how social media applications like Twitter can be used to develop a personal learning network (PLN) to connect with, gather information, and share knowledge with other professionals and thought leaders on topics and issues that matter to them. Social media can be a powerful tool for connecting with other professionals and thought leaders for self-driven and self-directed learning throughout one’s lifetime. This course will explore strategies to do this effectively and help students gain these skills.



Course Website

We will use Canvas to publish each week's agenda, which you can access through your MyU account under the "Key Links" tab (see picture on the right) **or** at the following link: <https://canvas.umn.edu/courses/293644>. You may wish to bookmark this site for easy access throughout the semester. You are responsible for becoming familiar with the course website, as this will be our means of interacting and communicating throughout the course. Stay connected in the course and check the course website regularly. You do not need to check the Canvas course website every day, but do aim to visit Canvas several times per week to stay connected in the course, check your course progress, review responses and replies, and see important announcements and messages.



Resources

Textbook

There is no textbook you must purchase for this course.

Course Readings

There are numerous readings that will be required. Readings will be provided for you on Canvas

Technology Tools

Access to the following technologies will be required to successfully complete this course:

- ❖ Internet connectivity
- ❖ A computer, laptop or tablet device
- ❖ Computer microphone (REQUIRED & MANDATORY – if you do not have one, you must purchase one)
- ❖ Webcam (REQUIRED & MANDATORY – if you do not have one, you must purchase one)
- ❖ Digital media tools and applications.



Learning community ground rule

There are essential working assumptions for this online course in order to position it as a democratic learning community. Demonstration of mutual respect within the class will involve learners communicating their viewpoints in a democratic, respectful manner as well as doing original work with proper attribution of references and sources.

1. **We will respect one another.** Our beliefs, values, and ideas often differ from one another because we all draw upon different life experiences. In this class, we will discuss, question, and challenge ideas, but we will be careful not to attack individuals and create an unsafe and unproductive space. We challenge ideas, not individuals.
2. **We will challenge our own beliefs, values, and ideas.** We need to be open to challenging our own prejudices, biases, assumptions, and interpretations. We also need to expect to discuss

things we may not often get the chance or take the time to discuss publicly and feel strongly about. It is okay to feel uncomfortable when we do so, but the more opportunities we have to articulate our perspectives and opinions on controversial issues, the more comfortable we will become with doing so.

3. **We are here for a positive educational experience.** Please carefully read/view/listen to and engage with the course content, and thoughtfully prepare notes and questions to bring to our group discussions. Ask questions, share your thoughts and ideas, and make this class meaningful to your interests or future goals.
4. **We will keep an open mind and be open to a change in perspective.** In the give-and-take of collaborative learning being undertaken in this course, we are not only open to learning from our peers' knowledge and experiences, but we also allow others and ourselves a safe environment to consider new possibilities, learn, and grow. And sometimes that means we may change our minds about things. We'll position those things as productive contradictions.



Weekly Class Sessions

This course is held completely online and there will be no on-campus or face-to-face class meetings. Most coursework will be asynchronous, meaning that you can work on course activities on your own time at your convenience within a designated time frame throughout the week. However, we will hold one synchronous class meeting, which means we will meet live online in small groups using Zoom, a video conferencing tool supported by the University of Minnesota. Participating in a live web conference like this will help us communicate and get to know one another in a new way. It's also important to gain skill in confidently communicating using this medium because online meetings and conferences are increasingly being used in many professional contexts. **This live class meeting will be held during Week 9. There will be several options for meeting days and times, and you will choose and sign up for one that works best for your schedule. There will be some daytime and evening options as well as weekday and weekend options for you to choose from. If you are unable to attend one of these meetings, you can choose to write a paper as your alternative midterm assessment.**

The course is composed of 14 weekly class sessions **that begin on Tuesday of each week and end Monday Midnight**. When a new class session begins on Tuesday, it will be made available to you on the Canvas course site by Tuesday (10am US-Central Time). There will be content for you to review and explore (videos, readings, etc.) and assignments for you to complete throughout the week. It is important to note that this online course is not independent study, nor is it self-paced. For each weekly class session, you will respond to discussion and reflection activities and interact with your classmates based on new readings and assignments using various digital and social media tools that will be explained to you. In addition to the weekly assignments, you will also complete a few major assignments or digital projects, which will also be explained as the course goes along. There will be due dates established for all assignments to help keep you on task and to help you manage your time. Please note that while there is no specific day/time at which you must visit the Canvas course website and work on the course, you are expected to visit the Canvas several times per week to check for updates, new information and postings, announcements, and messages.



Overview of Course Assignments

List of Assignments	Points
Weekly Class Participation (30 points for the weeks)	30/week
Reflection Blog for Digital Writing (4 blog postings @ 20 points each)	80
Social Media Debate (midterm formative assessment activity)	30
Podcast Pontifications Project	50
Tweeting Project (throughout the semester)	50
Social Media Portfolio (final summative assessment project)	100

Weekly Class Participation (30 points per week): In most weeks, we will have discussion activities and other digital media assignments, worth a combined total of 30 points that will help you critically reflect on the readings and issues we are exploring and engage in dialogue about your perspectives with your classmates. The instructions and activities for each weekly class session will be available for you on our course website under the Modules menu tab.

For weekly discussion/reflection activities, you will be required to share your original responses to the questions or activities and then you will also be required to comment on or reply to some of your classmates' responses as well each week. Your participation in these weekly discussions will be graded on both the quantity and quality of your postings or contributions. Your responses should be appropriately substantive, detailed, and show clear evidence that you have completed the readings and reviewed the content provided by explicitly referencing some of them in your discussion postings. Extremely brief, superficial postings or responses that are limited to “*I agree*” or “*Good job*” are not sufficient and will not receive full credit (i.e. you will lose participation points). Instead, your contributions must show evidence of critical thinking about the topics being explored or discussed—both in your original responses to the discussion questions or reflection prompts as well as your comments and replies to your classmates.

During class discussions, reflective, thoughtful debates of groups with alternative perspectives will be encouraged as a dynamic interchange of ideas and viewpoints occurs in a communicative, democratic environment. Thoughtful, democratic debate will hopefully be a common occurrence throughout the course. Some of our weekly discussions will occur through text via the discussion forum on Canvas; others will occur using multimedia such as audio/video recordings using Flipgrid, and many other online tools and social media apps.

**** IMPORTANT:** missing or not completing more than one week of assignments is grounds for failing this course. Therefore, you must do your very best to participate regularly and consistently each week in the discussion activities and projects. This course policy helps to ensure that you are fully and actively participating in the online course every week. If you need more time to complete assignments in any given week for any reason, please contact me by email to let me know and we'll set up an extension. But ultimately, all coursework must be completed and must not be skipped.

Reflection Blog for Digital Writing (80 points total): Blogging is one of the most common social media practices. This assignment will enable you to gain familiarity with blogging as a practice, gain skill in digital writing, and offer an opportunity for you to reflect on what you are learning about the topics discussed in class. Reflection is an important part of learning because it allows you to process and think deeply about what you are learning and how you feel about it. You will create a personal blog to record your reflections (thoughts, ideas, perspectives, things that puzzle you, etc.) using any blogging platform of your choice, such as Medium or Tumblr. And you will post at least FOUR guided reflections in your blog throughout the course. You will be asked to provide me with the link and access to your blog. You may consider sharing it with your classmates as well (there will be opportunities to do so), or you can keep it more private if you prefer and only share it with me. Your posts will be assessed on content quality, writing quality, and demonstration of evidence of critical thinking.

Blog posting #1 due date: February 7th, Monday Midnight

Blog posting #2 due date: March 7th, Monday Midnight

Blog posting #3 due date: April 4th, Monday Midnight

Blog posting #4 due date: April 25th, Monday Midnight

Social Media Debate (30 points) This is an authentic midterm assessment activity and will be held during a synchronous (live, real-time) class session during Week 9 of class. The debate will focus on the question: "Is social media supporting a culture of meaningful connections and meaningful learning OR a culture of superficial connections and superficial content?" Although a case may be made for either side, you will choose one side of the debate to support and prepare some notes and speaking points based on all you have learned and studied in the first half of the course.

This activity will serve as A) a sort of a comprehensive midterm review and assessment that is more fun and authentic than a written exam; B) an opportunity to share your voice and practice your verbal skills in articulating your knowledge of and perspectives about class topics; C) an opportunity to exercise your diplomatic argumentation skills and ability to seek out additional information and resources to support your position on contemporary issues impacting you and impacting society at large today, and D) an opportunity to gain skill and experience in participating in a live web conference/meeting for educational purposes. You will need to prepare for this debate in order to be ready to share and articulate your informed perspectives on the issues we explore during the first half of the course. Preparation activities built into the weekly content will guide you and help you to do so. *Social Media Debate will be held in small groups during Week 9 of class. Optional days and times will be announced before Week 9 and you will sign up for the one that works best with your schedule. If you are unable to attend, you can choose to write a paper as your alternative midterm assessment.*

Podcast Pontifications Project (50 points) This project will help you gain more in-depth knowledge of one particular social media application or networking platform as you analyze and critique it

according to dimensions of the connected learning model and other technology and media theories we learn about in class. Throughout this course, we will use and learn about a wide variety of social media applications, and we'll be exploring many of them together each week. But this is an opportunity for you to take the lead and investigate the affordances and challenges that one specific app or platform holds on your own in more depth. You will choose one, "research" how and why it is being used today, analyze and synthesize that information, and then share what you learned by creating your very own podcast and hosting it online.

Your podcast will be an audio recording in which you speak and A) Explain the way the app or platform is being used to a potential lay audience, synthesizing and expanding upon the approaches found in your "research"; and (B) Apply the connected learning model and other learning, technology, and media theories to critically assess the app or platform and discuss both the creative and learning practices that are made possible, what benefits/opportunities this holds, and what challenges this presents.

In addition to learning about the social media app or platform that you have chosen to explore, you will also be introduced to a variety of technology tools to record and produce a podcast and then share it with others online. Therefore, this will also be an authentic opportunity to learn about the technical engineering behind online audio recording technologies and podcast hosting technologies. You will share your podcast with the class, and it will be included as a product or digital artifact in your Social Media Portfolio.

Due date: March 21, 2022 Monday, Midnight

Tweeting Project (50 points) All students will be required to use Twitter in this course for several assignments and activities that will be explained to you. You are welcome to use your personal Twitter account if you have one already, or you can create a new account that you will use for course purposes. Because this is a course on social media that requires active use of this tool for the most authentic learning, this is a non-negotiable expectation for course participation. We will "follow" one another and be tweeting throughout the semester about a wide range of interesting social media cases and questions. I will be integrating various Twitter activities throughout the class for learning and for fun. They will be explained to you in the weekly assignments. You will earn 50 points at the end of the semester for consistent participation in this project and completing activities as they are presented in the weekly assignments at various points throughout the course.

Social Media Portfolio (100 points) This will be an applied project that you will work on in sections and build as the course progresses. When you submit the final version at the end of the semester, it will serve as an authentic, summative assessment project. This portfolio will include a collection of the products you create throughout the course based on weekly topics and activities, the specific social media tools you use for this class, and your reflections on your experiences and what you have learned in the class. You will create a website to serve as the framework for this digital portfolio and include media artifacts such as your Podcast Pontifications Project, the videos you create, links to your Reflection Blog, and your social networking profiles that we have used in class (such as Twitter and LinkedIn).

Due date: Monday May 2nd, 2022



Course semester schedule (tentative)

The following schedule is a general overview and is tentative. It may be subject to change in order to reflect new directions of inquiry in response to students' needs and interests throughout the course. The final version of the activities and assignments for each weekly class session will be posted individually on the Canvas course website.

Week	TOPICS OF EXPLORATION	ACTIVITIES & ASSIGNMENTS
Week 1 Tuesday - Monday 01/18-01/24	<ul style="list-style-type: none"> ❖ Introduction and Making Connections ❖ The Social Media Revolution 	<ul style="list-style-type: none"> ❑ Investigate the course website (Canvas) ❑ Add your profile photo to Canvas ❑ Flipgrid introduction activity ❑ Reading course syllabus and making comments(e.g., ask questions)
Week 2 Tuesday - Monday 01/25-01/31	<ul style="list-style-type: none"> ❖ Learning as Socially and Culturally Organized Experience ❖ Historical Tracings of "Sociable Media" 	<ul style="list-style-type: none"> ❑ Reading & activities to be announced ❑ Set up our class Reflection Blog
Week 3 Tuesday - Monday 02/01-02/07	<ul style="list-style-type: none"> ❖ Exploring Humans' Relationship with Technology 	<ul style="list-style-type: none"> ❑ Readings & activities to be announced ❑ Digital writing assignment in your blog: Reflection Blog post #1 ❑ Create a class Twitter account (or use one you already have), follow me and your classmates ❑ Complete a Twitter Scavenger hunt
Week 4 Tuesday - Monday 02/08-02/14	<ul style="list-style-type: none"> ❖ Digital Culture 	<ul style="list-style-type: none"> ❑ Reading & activities to be announced
Week 5 Tuesday - Monday 02/15-02/21	<ul style="list-style-type: none"> ❖ The Connected Learning Model 	<ul style="list-style-type: none"> ❑ Reading & activities to be announced ❑ Begin working on your Podcast Pontifications Assignment
Week 6 Tuesday - Monday 02/22-02/28	<ul style="list-style-type: none"> ❖ Digital Literacy 	<ul style="list-style-type: none"> ❑ Reading & activities to be announced ❑ Work on your Podcast Pontifications Assignment
Week 7 Tuesday - Monday 03/01-03/07 *03/07 - 03/13 is spring break.	<ul style="list-style-type: none"> ❖ Inspired to Participate Online: What Motivates YOU? ❖ Participatory Culture Theory & Social Media 	<ul style="list-style-type: none"> ❑ Reading & activities to be announced ❑ Digital writing assignment in your blog: Reflection Blog post #2

Week 8 Tuesday - Monday 03/15-03/21	<ul style="list-style-type: none"> ❖ Prepare for your Midterm assessment activity ❖ Submit your Podcast Pontification Assignment 	<ul style="list-style-type: none"> ❑ Prepare for the Social Media Debate that will be held in Week 9. Activities and instructions will be explained. This Debate will occur during a live online class meeting and will serve as an authentic midterm assessment activity. Review course content from Weeks 1-7, take notes, and develop speaking points in response to debate questions that will be shared in advance. ❑ Also use this time to finish and submit your Podcast Pontification Assignment ❑ Podcast Pontification Assignment due Monday, Mar 21, 2022
Week 9 Tuesday - Monday 03/22-03/28	<ul style="list-style-type: none"> ❖ MIDTERM ASSESSMENT: Social Media Debate 	<ul style="list-style-type: none"> ❑ Attend LIVE synchronous online class meeting during Week 9. There will be several options for meeting day and times (with day and evening options, weekday and weekend options). You will choose and sign up for one. We will be using Zoom for this online meeting, and instructions for participating in the meeting will be explained ❑ If you are unable to attend a live meeting, alternative arrangements will be made for you to complete a written independent assessment, determined in consultation with Shui. Please contact her to discuss this. ❑ Begin working on your Social Media Portfolio
Week 10 Tuesday - Monday 03/29-04/04	<ul style="list-style-type: none"> ❖ Digital Citizenship & Social Media 	<ul style="list-style-type: none"> ❑ Readings & activities to be announced ❑ Digital writing assignment in your blog: Reflection Blog post #3
Week 11 Tuesday - Monday 04/05-04/11	<ul style="list-style-type: none"> ❖ Social Media for Professional Networking 	<ul style="list-style-type: none"> ❑ Readings & activities to be announced ❑ Create a LinkedIn profile ❑ Continue working on your Social Media Portfolio
Week 12 Tuesday - Monday 04/12-04/18	<ul style="list-style-type: none"> ❖ Social Media Literacies 	<ul style="list-style-type: none"> ❑ Readings & activities to be announced ❑ Develop the Social Media Literacies page of your Social Media Portfolio

Week 13 Tuesday - Monday 04/19-04/25	❖ Digital Equity, Digital Inclusion, & the Digital Divide	<input type="checkbox"/> Readings & activities to be announced <input type="checkbox"/> Digital writing assignment in your blog: Reflection Blog post #4
Week 14 Monday/Wed 04/26-05/02	❖ Praxis & Future Directions	<input type="checkbox"/> Readings & activities to be announced <input type="checkbox"/> Complete the online course evaluation that will be emailed to your UMN student email account <input type="checkbox"/> Social Media Portfolio , due by May 2, 2022

**** This course ends on May 2nd, 2022. It is also the last day of instruction set by the University of Minnesota. Therefore, all final assignments must be submitted by the end of the evening on this date.**



Grading Policy

The Grading Scheme

A	100 – 93% [750 - 697points]	C	76.99 – 73% [576 - 547 points]
A-	92.99 – 90% [696 - 675 points]	C-	72.99 – 70% [546 - 525 points]
B+	89.99 – 87% [674 - 652 points]	D+	69.99 – 67% [524 - 502 points]
B	86.99 – 83% [651 - 622 points]	D	66.99 – 60% [501 - 450 points]
B-	82.99 – 80% [621 - 600 points]	F	Below 60% [449 or fewer points]
C+	79.99 – 77% [599 - 577 points]		

Grading Policy on Deadlines & Late Assignments

Due dates and deadlines hold us accountable to meet our responsibilities and keep us on track toward accomplishing our goals. For purposes of this course, due dates are in place to keep you moving forward and progressing throughout the semester. The due dates for all class assignments, projects, and activities will be clearly communicated in the weekly agendas on Canvas.

I do recognize, however, that we all have competing demands for our time and attention that can present scheduling and time management challenges. Life circumstances during this unusual time of COVID-19 may also add stress and challenges. In light of this, I would like to try to help personalize this learning experience for you and accommodate your needs as much as I reasonably can. So please note the following important course policy on deadlines and late assignments in this course:

If you find that a due date does not work for you or you need more time for any assignment, IF YOU CONTACT ME BEFORE THE DUE DATE PASSES we will work together to establish a reasonable

extension. You must simply email me and request a new due date; no explanation or reason is necessary. Together we will then determine a new due date for the assignment that will give you the additional time you need. However, if I receive no PRIOR communication from you (before the original due date passes) and you submit an assignment late, you will lose 10 points per day (or fraction thereof) that an assignment or project is submitted past the due date/time.

Return of Submitted Assignments

During the course, graded work with personal feedback will be returned as soon as possible via the Canvas Gradebook or by UMN email.

Statement on Commitment to Social Justice and Anti-Racism

The Department of Curriculum and Instruction is committed to promoting social justice and dismantling racial, socioeconomic, gender and language injustices in education. We actively work to eliminate barriers and obstacles created by institutional discrimination. We are committed to developing future professionals and leaders who are equipped to identify and challenge systems and structures of racism and oppression in their field(s), locally, and globally.

I am also committed to anti-racism in my teaching and in my classes. I will do all that I can to ensure that diversity is celebrated and that ideas and contributions from people of color (including scholars and leaders in the topics we explore) are represented and made visible in course materials. I will also do my best to model and ensure that inclusion is prioritized in our collective communications, interactions, and other practices in the class so that students of color feel welcome, comfortable, valued, heard, and seen.

Accessibility Statement

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. This online course will be designed in order to make it accessible for all students of all abilities. Video media will be captioned and audio media will be accompanied by a text transcript. If for any reason you are unable to access or complete any digital media assignments due to disability or need for accommodations, please contact me by email right away at shui0003@umn.edu so that we can discuss alternative arrangements or how to best help you.



Other University Policies

University Grading System and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. For detailed information about grades, please visit: <https://policy.umn.edu/education/gradingtranscripts>

Incomplete Grades

The grade of "I" is not a regular University grade and cannot be given without **special arrangements under very unusual circumstances**. It cannot be given merely to extend the time allowed to complete course requirements. If family or personal emergency requires that your attention be diverted from the course and that more time than usual is needed to complete course work, arrangements should be made with the instructor of the course before the quarter ends and consent obtained for receiving an "Incomplete" or "I" grade. These arrangements should be made as soon as the need for an "I" can be anticipated. A written agreement should be prepared indicating when the

course assignment will be completed. Normally an "Incomplete" grade for a course should be removed within one quarter of its receipt. For detailed information, please visit: <https://policy.umn.edu/education/gradingtranscripts>

University Technology Support Services

Need help with common campus technology issues? Students can get help with general computer, Internet, and network issues in a variety of ways as described on the Office of Information Technology (OIT) help and support page: <https://it.umn.edu/contact-us>

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Scholastic Dishonesty

Academic dishonesty, including plagiarism, in any portion of the academic work for a course shall be grounds for receiving a grade of F or N for the entire course. You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. The Office for Community Standards has compiled useful resources pertaining to student conduct as it relates to scholastic dishonesty and academic integrity: <http://www1.umn.edu/oscai/integrity/student/index.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at [612-626-1333](tel:612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.