Dr. Beardsley
a-beardsley@wiu.edu

Student Hours
In-Person & Gather.Town
Mon. 3 – 4 PM
Tues. 11 AM – 12 PM
Thurs 10 AM – 12 PM
or by appointment

Fall 2023
Tues & Thursday
3:30 – 4:45 PM
Simpkins 321

Course Schedule

Subject to Change

This schedule provides an overview of readings and assignments for the entire semester. You must use the weekly modules under Content on WO for detailed assignment descriptions and supplemental materials (PDFs, links, etc.). If you only look at the homepage, you will likely miss due dates and instructions.

The course calendar is subject to change. All readings underneath the day's topic (e.g., bullet points under **Foodways**) must be completed before class. I expect that you show up ready to discuss these texts and apply them to our projects. If something says "submit to WO by 11:59 PM," it is due that day (e.g., Submit Drafts: Instagram Posts #1 & #2 to WO by 11:59 PM is listed on Th 9.14, so it's due that night.

Table of Contents

Week 1

T 8.22

Introduction to Our Course

In Class

- Digital literacy reflection
- Syllabi, course materials, and schedule overview
- Online platforms
    - Western Online (WO)
    - Hyphothes.is
    - Canva
    - Discord
    - GitHub Codespaces*

Homework

- **Read** the syllabus and annotate using Hypothes.is
    - Ask at least 1 question about the course
- **Prepare:** What is your favorite food?

This platform will be used later in the semester and discussed then

Th 8.24

Foodways

- Review Foodways Research Topic Resources [WO Page]
- Julier, "Critiquing Hegemony, Creating Food, Crafting Justice: Cultivating an Activist Feminist Food Studies" [PDF]

In Class

- Define foodways
- Semester-long foodways research project
- Discussion – Favorite Foods

Week 2

T 8.29

What Is Digital Writing?

- Lawrence, "Preface" (xiii–xiv)
- Lawrence, "Chapter 1: Introduction to Digital Writing" (1–32)

In Class

- Discussion – Rhetoric and Brand Name Foods

Th 8.31

Food & Colonization

- Zeide, "Introduction" (1–6)
- Zeide, Ch. 2, "Corn: Colonization and Settlement, 1500–1750" (19–32)

In Class

- Discussion – Illinois Agriculture

Week 3

T 9.5   **Introduction to Writing for Social Media**
- Lawrence, "Chapter 2: for Social Media" (33–54)
- "Social Media Accessibility: Inclusive Design Tips for 2023"
- "Create Successful Instagram Posts"
- Lauron, "Top 11 Instagram Best Practices for 2023"
- Project 1: Storytelling on Social Media [WO Assignment Sheet + Rubric]

In Class
- Discussion – Emulate Before You Create

Homework
- Discussion – Create Your Instagram Handle and Begin Optimizing Your Profile

Th 9.7   **"Did you think corn wasn't real?"**
Meet in the Simpkins Student Lounge for today's class!

Week 4

T 9.12   **Building Your Memetic Tool Kit, Writing Captions, and the Importance of Alt Text**
- Sparby, "Chapter 2. The Elements of a Memetic Rhetorical Toolkit—The Secret to a Successful Meme"
- Guidelines for Creating Image Descriptions
- Creating Accessible Social Media Content – GAAD Toolkit
- Review Workshop Guidelines [WO Page]

In Class
- Discussion – Meme, Caption, and Alt Text Competition

Homework
- Draft Instagram Post #1 & #2

Th 9.14   **Draft Due: Instagram Post #1 & #2**
Bring your drafts to class and be ready to workshop
Submit drafts to WO by 11:59 PM

Food Insecurity & Workshop
- Review Project 1: Storytelling on Social Media

In Class
- Listen to "Addressing the root causes of food insecurity" (Carlson 2023)
- Workshop: Instagram Posts #1 & #2

Homework
- Submit Drafts: Instagram Posts #1 & #2 to WO by 11:59 PM

Week 5   **Asynchronous Classes**

T 9.19   **Introduction to Accessible Design**
- Lawrence, "Chapter 4: Digital-Visual Design" (99–117)
- Horton and Quesenbery, "Chapter 1: A Web for Everyone"

Due by the End of Class Time (4:45 PM)
- Discussion – Accessibility Check

Homework
- Draft Instagram Posts #3–#5 & Profile Optimization

Th 9.21   **Draft Due: Instagram Post #3–#5 & Profile Optimization**
Submit your drafts for workshop by the start of class

Drinks & Diets: American-Made Alcohol and Bread
- Zeide, Ch. 4, "Graham Bread: Early Nineteenth-Century Diet and Reform" (45–58)
- Zeide, Ch. 5, "Potlikker: Food and Slavery in the Antebellum South" (59–72)

Due by the End of Class Time (4:45 PM)
- Discussion – Learning More About Bread & Southern Food on Social Media
- Workshop: Instagram Posts #3–#5

Week 6   **Asynchronous Classes**

T 9.26   **DUE – UWC Appointment #1 (Memo)**
Complete your UWC appointment by today; have the consultant email the client report to a-beardsley@wiu.edu

Food Origin Stories
We're finishing Zeide today. You must read 3 of the 6 chapters below and the epilogue.
- Ch. 7, "Jell-O: Industrialization in the Gilded Age and Progressive Era" (87–100) **or** Ch. 8, "Spaghetti: Immigrants and Consumers in the 1910s and 1920s" (101–114)
- Ch. 10, "Spam: Eating in the Second World War" (127–140) **or** Ch. 11, "Green Bean Casserole: Postwar Foodways" (141–154)
- Ch. 14, "Big Mac: McDonaldization and Its Discontents, 1990–2008" (181–192) **or** Ch. 15, "Korean Tacos: Immigration, Social Media, and America Today" (193–206)
- "Epilogue" (207–210)

Due by the End of Class Time (4:45 PM)
- Discussion – Writing a Food Origin Story

Th 9.28   **DUE – Project 1: Storytelling on Social Media**
Submit your memo via WO and post all Instagram posts by 11:59 PM
There are no additional tasks for today. Use this time to finish Project 1.

Week 7

T 10.3   **Writing for the Web with an Emphasis on Data, Privacy, and Misinformation**
- Read Project 2 Assignment Sheet & Rubric
- Lawrence, "Chapter 3: Writing for the Web" (77–96)

In Class
- Annotate Project 2 Assignment Sheet & Rubric
- Discussion – Identifying Misinformation

Th 10.5   **Designing with a Diverse Audience in Mind**
- Read Project 3 Assignment Sheet & Rubric
- Horton and Quesenbery, "Chapter 2. People First: Designing for Difference" (11–34)
- Horton and Quesenbery, "Chapter 3. Clear Purpose: Well-Defined Goals" (35–48)

In Class
- Annotate Project 3 Assignment Sheet & Rubric
- Discussion – Identifying and Designing for Your Audience

Week 8

T 10.10   **Coding Standards: HTML and CSS**
- Horton and Quesenbery, "Chapter 4. Solid Structure: Built to Standards" (48–63)
- Horton and Quesenbery, "Chapter 5. Easy Interaction: Everything Works" (65–86)

In Class
- Overview and account creation: GitHub Codespaces
- Discussion – About Me Page Part I

Th 10.12   **Search Engine Optimization (SEO) & WIP**
- Review Lawrence, "Chapter 3: Writing for the Web" (88–96)

In Class
- Troubleshooting and informally workshopping your WIP: About Me Page
- Discussion – About Me Page Part II

Week 9

T 10.17   **Writing and Creating Multisensory Content**
- Horton and Quesenbery, "Chapter 8. Plain Language: Creates a Conversation" (125–148)
- Horton and Quesenbery, "Chapter 9. Accessible Media: Supports All Senses" (149–172)

In Class
- Quiz – HTML and CSS Coding Standards Part I [Open notebook]

Homework
- Draft Blog Posts 1 & 2

Th 10.19   **Draft Due: Blog Posts 1 & 2**
                Bring your drafts to class and be ready to workshop

                ### Conducting Research and Citing Sources
                - Review APA

                In Class
                - Workshop Blog Posts 1 & 2

                Homework
                - Submit Drafts: Blog Posts 1 & 2 to WO by 11:59 PM

Week 10
T 10.24   ### HTML 5 Templates & Coding with AI
                - Review Course Policy on the Use of Artificial Intelligence (AI)

                In Class
                - Explore HTML 5 templates
                - Discussion – Google: Can I create a website using ChatGPT?
                - Quiz – APA [Open book]

                Homework
                - Draft Blog Posts 3—5
                    - Begin incorporating sources from this point forward

Th 10.26   **Draft Due: Blog Posts 3—5**
                Bring your drafts to class and be ready to workshop

                ### Creating Multi-Page Websites
                In Class
                - Discussion – Drafting P3 References Page
                - Workshop Blog Posts 3—5

                Homework
                - Submit Drafts: Blog Posts 3—5 to WO by 11:59 PM

Week 11
T 10.31   ### Creating Useful Page Navigations
                - Horton and Quesenbery, "Chapter 6. Helpful Wayfinding: Guides Users" (87–102)
                - Horton and Quesenbery, "Chapter 7. Clean presentation: Supports Meaning" (103–124)

                In Class
                - Quiz – HTML and CSS Coding Standards Part II [Open notebook]
                - Discussion – Wayfinding Techniques

                Homework
                - Draft Blog Posts 6 & 7

Th 11.2   **Establishing Your Layout and Design: Wireframes**
- [Osman, "Website Wireframe Beginner's Guide: Processes, Tools, & Examples"](#)
- "Designing Drafts of Dynamic Texts" [PDF]

In Class
- Wireframing

Homework
- Finish sketching your Website Wireframe; bring it (physically) to our next class

Week 12

T 11.7   **DUE – UWC Appointment #2 (Blog Posts 6 & 7)**
UWC appointment for blog posts 6 & 7 completed by today; have the consultant email your client report to a-beardsley@wiu.edu

Note: Your UWC appointment takes the place of workshop

Writing an Accessibility & Design Philosophy
In Class
- Quiz – HTML and CSS Coding Standards Part III [Open notebook]
- Examples: Accessibility & Design Philosophy
- Informal wireframe workshops

Homework
- Submit Drafts: Blog Posts 6 & 7 to WO by 11:59 PM
- Submit Website Wireframe to WO by 11:59 PM
- Draft Accessibility & Design Philosophy

Th 11.9   **Draft Due: Accessibility & Design Philosophy**
Bring your draft to class and be ready to workshop

In Class
- One-on-one meetings with Dr. Beardsley
- Work on Project 2 Materials
- Work on website design

Homework
- Submit Draft: Accessibility & Design Philosophy to WO by 11:59 PM

Week 13

T 11.14   **Work Day & In-Class Conferences Day 1**
In Class
- One-on-one meetings with Dr. Beardsley
  - Bring all blog posts and feedback to discuss your work
- Work on Project 2 materials
- Work on website design

Homework
- Draft Cornerstone Content Post

| Th 11.16 | **Draft Due: Cornerstone Content Post** |
| | Bring your draft to class and be ready to workshop |

Work Day & In-Class Conferences Day 2
In Class
- One-on-one meetings with Dr. Beardsley
  - Discuss website layout and Accessibility & Design Philosophy
- Workshop Cornerstone Content Post
- Work on Project 2 materials
- Work on website design

Homework
- Submit Draft: Cornerstone Content Post to WO by 11:59 PM

Week 14

| T 11.21 | **Thanksgiving Break** |
| | The University is closed M 11.20-F 11.24 |

| Th 11.23 | |

Week 15

| T 11.28 | **Universal Usability & In-Class Conferences Day 1** |

- Horton and Quesenbery, "Chapter 10. Universal Usability Creates Delight" (173–190)

In Class
- How to run a usability test
- One-on-one meetings with Dr. Beardsley
- Work on website design

Homework
- Finish a working version of your website; be ready to workshop it next class

| Th 11.30 | **Draft Due: Website** |
| | Bring your draft to class and be ready to workshop |

Usability Test & In-Class Conferences Day 2

In Class
- One-on-one meetings with Dr. Beardsley
- Workshop: Run a usability test on your website

Homework
- Submit Draft: Website to WO by 11:59 PM

Week 16

| T 12.5 | **WIP Presentations** |
| | Show us what you've been working on! |

| T 12.7 | **Optional Conference Day** |
| | We **will not** meet today. Use this time to work on your portfolio and meet with Dr. B. |

Finals Week

   T 12.12

   Th 12.14   **DUE** – **Project 3: Digital Portfolio**

                    All Instagram posts and website pieces (About Me, Accessibility & Design Philosophy, Project Abstract, revised blog posts, and References) must be posted by 3 PM.