

Quick Links

- [Schedule](https://canvas.vt.edu/courses/78477/pages/schedule)
 - [Resources](https://canvas.vt.edu/courses/78477/pages/resources)
 - Assignments: [Data Collection](https://canvas.vt.edu/courses/78477/assignments/486827), [Data Visualization](https://canvas.vt.edu/courses/78477/assignments/486828), [Explained Video](https://canvas.vt.edu/courses/78477/assignments/486829), [Datastory Website](https://canvas.vt.edu/courses/78477/assignments/486830), & [Journal of Learning](https://canvas.vt.edu/courses/78477/assignments/486831).
 - [Policies](https://canvas.vt.edu/courses/78477/pages/policies)
-

Instructor: Dr. Chris Lindgren

Course Location: 360 Shanks Hall

Class Hours: T/Th 9:30am - 10:45am

Office: 207 Shanks Hall

Office Hours: Th 12:30pm-2:30pm, or by appointment

Email: lindgren@vt.edu

Description

In this course, I introduce fundamental practices and emerging theories of writing with and for digital media. We will learn basic authoring in web-development syntaxes, critical interpretation of online sources, social media management, and topics of computational abstraction for writers. We will cover and practice such items through the following projects:

- Collecting and organizing "[small](https://canvas.vt.edu/courses/78477/assignments/486827)" data (<https://canvas.vt.edu/courses/78477/assignments/486827>), about a personal, everyday digital habit,
- Designing a [data visualization](https://canvas.vt.edu/courses/78477/assignments/486828) (<https://canvas.vt.edu/courses/78477/assignments/486828>) from that data,
- Researching and composing a [video that explains a complex issue](https://canvas.vt.edu/courses/78477/assignments/486829) (<https://canvas.vt.edu/courses/78477/assignments/486829>), about broader internet and web services,

- Designing and writing a [single-page website](https://canvas.vt.edu/courses/78477/assignments/486830) (<https://canvas.vt.edu/courses/78477/assignments/486830>) that integrates and discusses the media that you created throughout the course, and
- [Journaling](https://canvas.vt.edu/courses/78477/assignments/486831) (<https://canvas.vt.edu/courses/78477/assignments/486831>) your course learning and participation.

Note: This course is in the process of being updated, so you have the opportunity to take part in its new iteration. For your information, I am providing you with the latest revision of the Course Catalog Description. It is my hope that the following new description better frames the goals and outcomes of this course:

Fundamental practices of media production and use within networked contexts. Critical examination of how networked media are linked to information practices with user data. Introduction to the ethical reasoning integral to participation in these contexts.

Learning Objectives

Having successfully completed this course, students will be able to:

- Identify and research ethical issues surrounding information as it is produced and used as written and visual media in networked contexts
- Analyze and explain how personal digital habits are implicated in broader social and political digital practices
- Recognize, use, and cite copyleft resources to produce web-bound, digital media
- Recognize and apply fundamental and ethical design strategies for each of the following projects
 - Convey complex information visually;
 - Concisely articulate a complex topic with video; and
 - Write HTML and CSS texts that render a flexible, single-page web layout, which integrates the previous digital media projects into a cohesive and informative narrative about information in a particular social-political context.

Course Intensity

This course is production-heavy, and it demands that you read the required texts and practice the assigned skills. Some weeks may prove lighter, while others more intensive. The beginning pace of the course is deliberately slower to accommodate student drops and adds, as well as the conceptual content that we review in the first few weeks. *From there, the pace quickens.* Notably, near the end of the semester, the quick pace is sustained through the introduction of the website project for the remaining weeks of the course.

The website project is your final. It requires you to devote time and energy upfront and throughout its duration, so you can understand the nuances of the fundamentals of designing and writing content for your website. I note this rhythm of the course at the start of the semester to help you consider what time you can commit, so you can make an informed decision about your agreement to follow the schedule successfully.

Materials

Texts

All text selections will be provided via links on this site's schedule. Some will link to PDFs that I upload to Google Drive. Other texts will be outbound links to the Web. We will also use some available resources from Lynda.com vis-a-vis VT's library services.

- Lupi, G., and Posavec, S. (2016). *Dear Data*. Princeton Architectural Press.
- Katz, S. (1992). The ethic of expediency: Classical rhetoric, technology, and the Holocaust. *College English*, 54(3), pp. 255-258, 263-265, & 271-273.
- Kirk, A. (2016). *Data Visualization: A Handbook for Data Driven Design*. London: SAGE Publications.
- Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press. Kindle Edition.
- Young, Liam. (2017). *List Cultures: Knowledge and Poetics from Mesopotamia to Buzzfeed*. Amsterdam UP.
- Other custom demonstrations, lectures, and supplemental materials.

Tools

If your laptop is a little bit older, I suggest not adding all of these softwares until the time is necessary. I will review what is needed, when the time comes. However, please set your Google Drive folder.

- Laptop computer.
- VT-affiliated Google Drive that you will use for organizing and sharing work files. The architecture of your class folder must use the following organization, where the **forward-slash '/' distinguishes a folder from a file**:

```
/engl3844f18-lastname-firstname  
  /data  
    sheets-lastname-firstname  
    /dataviz  
      viz-lastname-firstname.svg  
    /jol  
      jol-lastname-firstname
```

- Image / Visual Production: [Inkscape](https://inkscape.org/en/) [\(https://inkscape.org/en/\)](https://inkscape.org/en/) & [GIMP](https://www.gimp.org/) [\(https://www.gimp.org/\)](https://www.gimp.org/)
- Video editing: [Windows Movie Maker](http://www.windows-movie-maker.org/) [\(http://www.windows-movie-maker.org/\)](http://www.windows-movie-maker.org/) (Windows, built into Windows XP SP2 or greater, Vista or Windows 7: Microsoft Update: Live Essentials) & [iMovie](https://www.apple.com/imovie/) [\(https://www.apple.com/imovie/\)](https://www.apple.com/imovie/) (Mac, built into OS 10.x).
 - For any audio editing work for your videos: [Audacity](http://www.audacityteam.org/) [\(http://www.audacityteam.org/\)](http://www.audacityteam.org/)
- Coding Tools:
 - Code Editor: [Atom](https://atom.io/) [\(https://atom.io/\)](https://atom.io/) (Mac/Win), [TextWrangler](https://itunes.apple.com/us/app/textwrangler/id404010395?mt=12) [\(https://itunes.apple.com/us/app/textwrangler/id404010395?mt=12\)](https://itunes.apple.com/us/app/textwrangler/id404010395?mt=12) (Mac), [Notepad++](https://notepad-plus-plus.org/) [\(https://notepad-plus-plus.org/\)](https://notepad-plus-plus.org/) (Win)
 - Hosting and Versioning Your Website: Github [account](https://github.com/) [\(https://github.com/\)](https://github.com/) & [desktop application](https://desktop.github.com/) [\(https://desktop.github.com/\)](https://desktop.github.com/).
 - Online Code Editor for Practice Lessons + Prototyping: [Codepen.io](https://codepen.io/) [\(https://codepen.io/\)](https://codepen.io/) account. Find and follow me as [Indgrn](https://codepen.io/Indgrn) [\(https://codepen.io/Indgrn/\)](https://codepen.io/Indgrn/). We will be using the following collection that I've curated on Codepen: [3844-examples](https://codepen.io/collection/DdNPVo/) [\(https://codepen.io/collection/DdNPVo/\)](https://codepen.io/collection/DdNPVo/)



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Data Collection

Published Edit ⋮

Description

Datafication (<https://en.wikipedia.org/wiki/Datafication>) is the practice to collect and use peoples' everyday digital media and technology habits. Furthermore, datafication is linked to contentious issues of privacy, policy, and commodification of people and their lives. Most collection and analytic practices are not shared with us as users, and they are commodified in unregulated ways, which have produced numerous social consequences and questionable ethics.¹ (<https://www.npr.org/sections/thetwo-way/2017/08/29/547113818/uber-ends-its-controversial-post-ride-tracking-of-users-location>),² (<https://www.revealnews.org/article/uber-said-it-protects-you-from-spying-security-sources-say-otherwise>),³ (<https://www.propublica.org/article/facebook-advertising-discrimination-housing-race-sex-national-origin>),⁴ (https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads),⁵ (<http://www.businessinsider.com/netflix-says-some-people-are-watching-a-christmas-prince-every-day-2017-12>),⁶ (https://www.propublica.org/article/governors-and-federal-agencies-are-blocking-accounts-on-facebook-and-twitter?utm_campaign=sprout&utm_medium=social&utm_source=twitter&utm_content=1512769907),⁷ (<https://medium.com/startup-grid/how-the-trump-campaign-built-an-identity-database-and-used-facebook-ads-to-win-the-election-4ff7d24269ac>),⁸ (<http://www.bbc.com/news/av/magazine-4085227/the-digital-guru-who-helped-donald-trump-to-the-presidency>),⁹ (<https://hackernoon.com/more-than-a-million-pro-repeal-net-neutrality-comments-were-likely-faked-e9f0e3ed36a6>)

To better prepare you as citizens and professionals, we will respond to this datafication with a project that challenges you to learn how digital media and data are intertwined, since businesses produce data sets as integral texts about our everyday communication activities. Accordingly, this first project involves collecting, organizing, and creating a set of data in Google Sheets for 5-7 days about one of your everyday digital habits.

This data set is your first step into thinking more explicitly about how digital data and our digital habits are intertwined. Additionally, this assignment helps you to consider how data sets are a form of digital writing. Furthermore, your data set will serve as the inventive seed by which your semester-long DataStory's narrative grows. In particular, the analysis of your data will shape the direction, quality, and design of your next project: the data visualization. It will help you consider possible topics to explain in your group Explained Video project, and it will serve as a major section in your DataStory website.

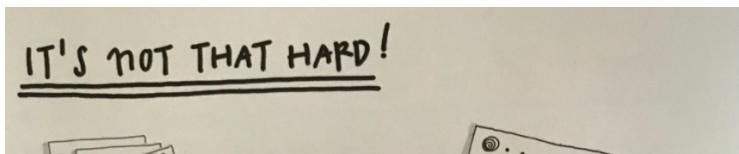
The main aim of this data collection is **NOT** statistical insight nor applying quasi-experimental design strategies, but to explore, examine, and gain insight into your writing practices and how digital media and data permeate it. In doing so, we will try to understand how digital media performs and communicates much more than what we may have originally thought.

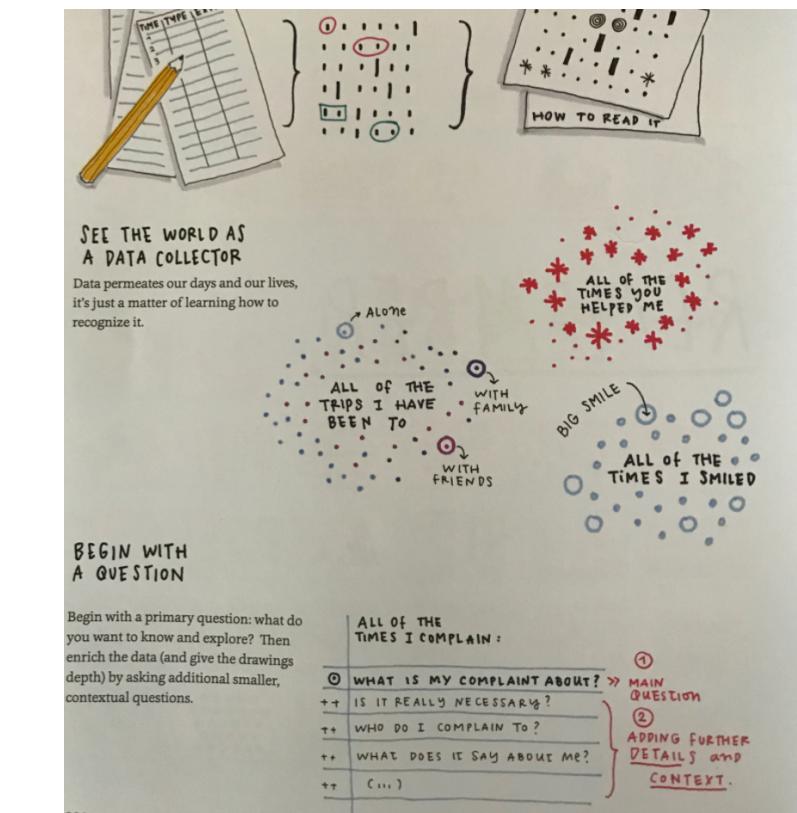
Each of you must choose and refine a particular topic as a path to explore one of your *everyday* digital habits. Some past projects included the following topics:

- Emotions felt as browsing Instagram feed, or texting, etc.;
- News engagement online, or on Twitter, or with news apps on mobile phone, etc.;
- Use of emojis;
- Engagement with machine-learning suggestion features with particular entertainment apps (Spotify, Apple Music, Netflix, etc.)

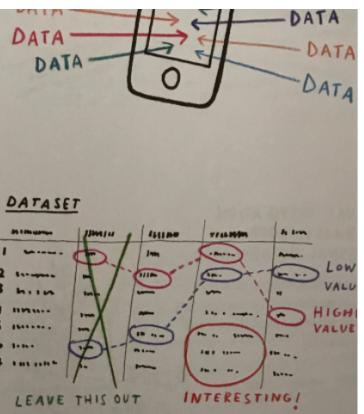
Please note that these previous examples may or may not suit your lifestyle. For a successful project, you need to consider projects that will enable you to collect at least ~10 observations per day. This will provide you with sufficient data for analysis and visualization.

General process





On your immediate, truthful, and consistent with your data-gathering.



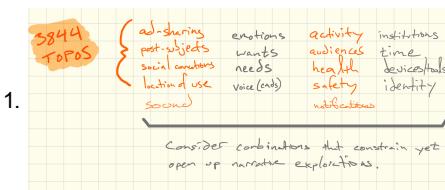
SPEND TIME WITH DATA

Before starting to visualize, always analyze and spend time with your data, searching for patterns and trying to understand it at a deeper level.



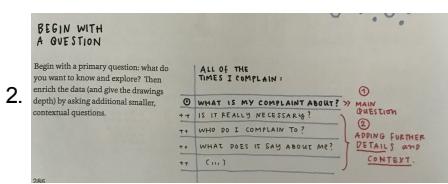
Caption: Excerpt from Lupi & Posavec (2016, pp. 286–287) about how to conduct the basic steps to collect data.

Like any good project, this one begins with a simple, personal felt dissonance—a provocation that cannot be ignored. From there, you will do the following to complete your data collection:



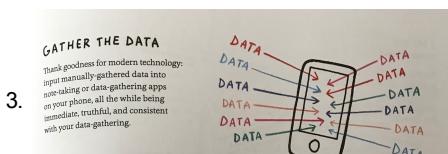
Consider & combine topos

Define the basic parameters of your study through an invention process that plays with topics of import.



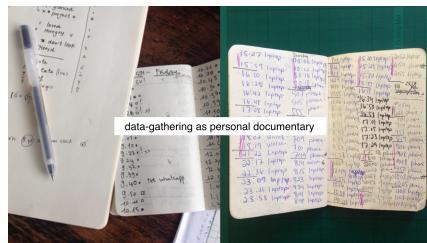
Distill your data-story topic as research question(s)

Refine the topical parameters of your study with a sharp set of questions.



Plan data-collection strategies

Learn how to create a balance of well-planned and creative set of techniques.



4.

Collect your data

Gather the data with your well-planned set of techniques, leaving room for creative hacks along the way!

Rubric

RUBRIC CRITERIA	POINTS
Data structure that follows basic <i>tidy data</i> guidelines:	50
<ul style="list-style-type: none"> ◦ Rows: Clear unit indexed per row: Every instance that I do X; no spaces between rows. ◦ Columns: Meaningful column names; First column designated for unique identifier; Definitions applied with the notes feature; Format and arrangement of columns help outside readers and yourself understand and use the data. ◦ Cells: 1 value, consistency of values, modify sheet according to redundancies, and limited amount of more complex cell data (1 preferable; 2 at the most) ◦ Sheets features: Meaningful uses of some spreadsheet features: conditional formatting, frozen header, etc. 	
Data types: Demonstrates knowledge of <u>nominal</u> (https://en.wikipedia.org/wiki/Level_of_measurement#Nominal_level), <u>ordinal</u> (https://en.wikipedia.org/wiki/Ordinal_data), and categorical types of data, collecting a good mix of the 3 types.	25
Data integrity: If necessary, logs changes, modifications, and/or omissions with data collection.	10
If deemed important for future consideration, contextualize datapoints with notes about the moment. Data set should include at least 1 per day.	10
Consistently log your data in a Google Sheets spreadsheet every evening.	5
Total	100

Points 100

Submitting a website url

Due	For	Available from	Until
Sep 18, 2018 at 10am	Everyone	Aug 21, 2018 at 9am	Dec 15, 2018 at 11:59pm

Data-Collection Rubric (1)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
<p>Data structure that follows basic tidy data guidelines:</p> <ul style="list-style-type: none"> - Rows: Clear unit indexed per row: Every instance that I do X; no spaces between rows. - Columns: Meaningful column names; First column designated for unique identifier; Definitions applied with the notes feature; Format and arrangement of columns help outside readers and yourself understand and use the data. - Cells: 1 value, consistency of values, modify sheet according to redundancies, and limited amount of more complex cell data (1 preferable; 2 at the most) - Sheets features: Meaningful uses of some spreadsheet features: conditional formatting, frozen header, etc. 	This area will be used by the assessor to leave comments related to this criterion.	50.0 pts
Data types: Demonstrates knowledge of nominal and ordinal data, and a good mix of the 2 types.	This area will be used by the assessor to leave comments related to this criterion.	25.0 pts
Data integrity: If necessary, logs changes, modifications, and/or omissions with data collection.	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
Contextual Details: When deemed important for future consideration, contextualize datapoints with notes about the moment. Data set should include at least 1 per day.	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
Consistently log your data in a Google Sheets spreadsheet every evening.	This area will be used by the assessor to leave comments related to this criterion.	5.0 pts
Total Points: 100.0		

Published Edit ...**Timeframe:** 09/18 – 10/02**Points:** 250

Description

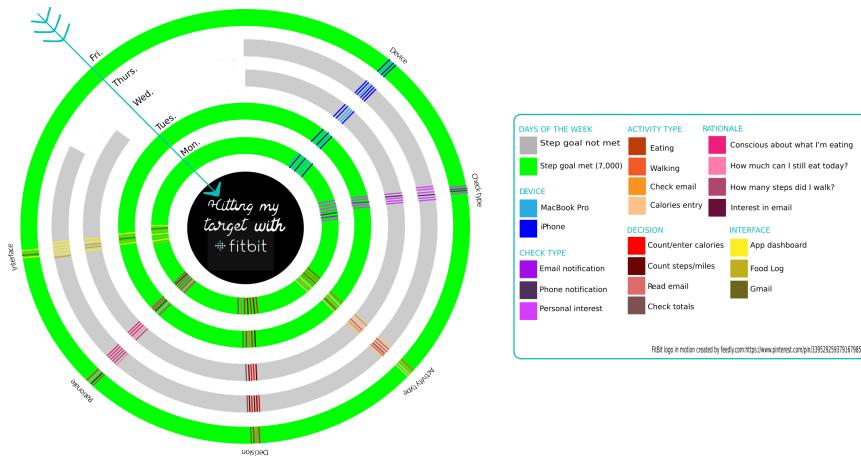
In this graphic design project, you will learn how to make sound design decisions, how to represent data visually, and how to draw with Scalable Vector Graphics (SVGs). We will learn about basic types of charts, the fundamentals of marks and attributes for charts, and then how to draw SVGs in Inkscape.

Texts & Tools

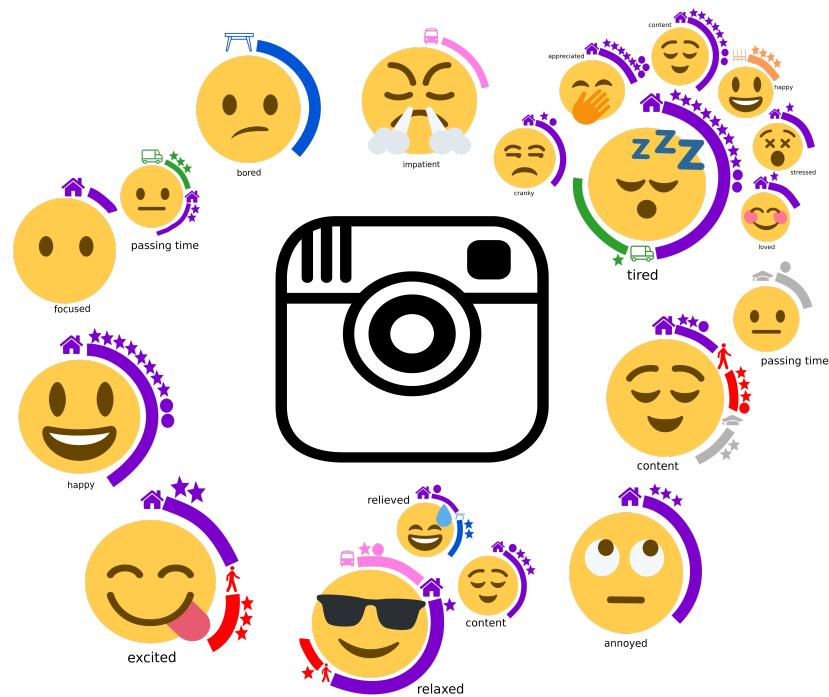
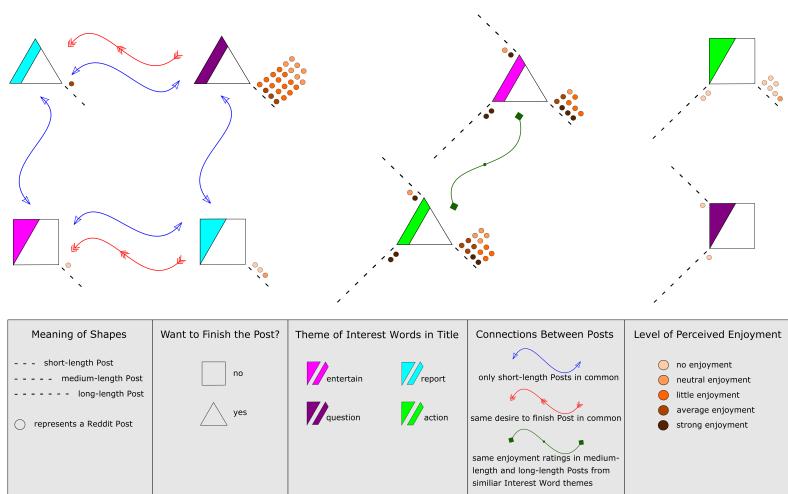
- Text: Excerpt from Kirk, A. (2016). *Data Visualization: A Handbook for Data Driven Design*. London: SAGE Publications.
- Image / Visual Production: [Inkscape](https://inkscape.org/en/). (<https://inkscape.org/en/>)
- Check out the [Resources](#) page for more.

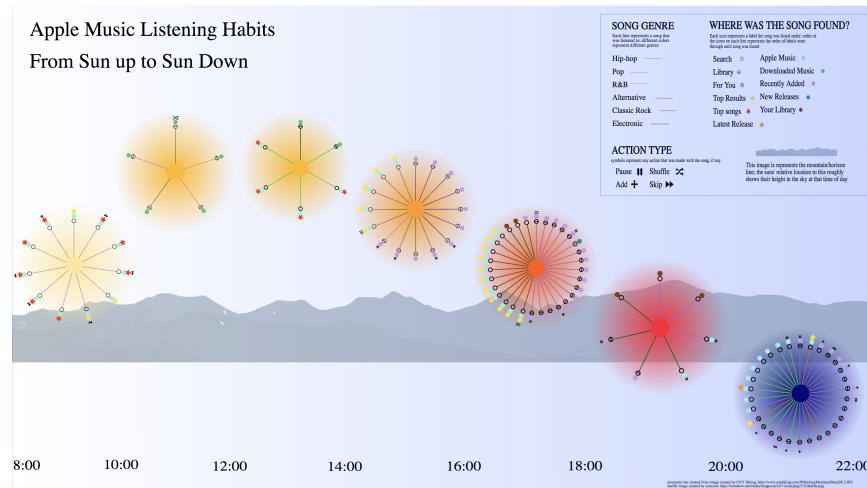
Example Projects

Below are 4 examples created by students in prior courses:



What prompts me to click on a Reddit post?





Caption: Four example projects from prior students.

General process

1. Learn about the basic data visualization conventions: types of charts, marks, and attributes.
2. Explore and analyze your data by first plotting it out temporally by drawing it by hand.
3. Decide what datapoints are most interesting and worth amplifying with another chart type, or a revision to the temporal chart.
4. Learn basic Inkscape skills.
5. Sketch your data visualization on paper.
6. Draw your data visualization in Inkscape.
7. Clean your SVG for the web, making it semantically rich.
8. Export the SVG to submit as an Inkscape .svg and a .png bitmap image.

Rubric

RUBRIC CRITERIA	POINTS
Chart Type:	100
<ul style="list-style-type: none"> • Emphasizes a refined set of relationships from your data set. • Layout helps amplify your desired findings and help your audience quickly understand such findings 	
Marks and Attributes:	100
<ul style="list-style-type: none"> • Marks are not overly complex and help your audience quickly see the data represented and compared. • Use of a good color scheme to differentiate and compare marks. If applicable, color should coordinate with the meaning of the mark. 	
Ethically represents your findings. For example, if proportion is important, carefully create sizes and do not use circular marks, etc.	20
Legend:	20
<ul style="list-style-type: none"> • Thoughtful organization of labels into corresponding categories. • Labels arranged in orderly fashion for increased readability. • Includes a title for your data visualization at the top. 	
Semantically-rich SVG markup: Uses labels and IDs to name meaningful groups of the chart: data types, parts of the chart, etc.	10
Total	250

Points 250
Submitting a file upload
File Types svg and png

Due	For	Available from	Until
Oct 2, 2018 at 10am	Everyone	Sep 18, 2018 at 12am	Dec 15, 2018 at 11:59pm

Data Visualization Rubric (1)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
<p>Chart Type:</p> <ul style="list-style-type: none"> - Emphasizes a refined set of relationships from your data set. - Layout helps amplify your desired findings and help your audience quickly understand such findings 	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
<p>Marks and Attributes:</p> <ul style="list-style-type: none"> - Marks are not overly complex and help your audience quickly see the data represented and compared. - Use of a good color scheme to differentiate and compare marks. If applicable, color should coordinate with the meaning of the mark. 	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
<p>Ethically represents your findings. For example, if proportion is important, carefully create sizes and do not use circular marks, etc.</p>	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
<p>Legend:</p> <ul style="list-style-type: none"> - Thoughtful organization of labels into corresponding categories. - Labels arranged in orderly fashion for increased readability. - Includes a title for your data visualization at the top. 	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
<p>Semantically-rich SVG markup: Uses labels and IDs to name meaningful groups of the chart: data types, parts of the chart, etc.</p>	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
		Total Points: 250.0

Explained Video

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- **Timeframe:** 10/02 – 10/30
- **Points:** 200

Description

In this second phase of the course, we will seek to understand what Young (2017) referred to as listing techniques: how organizations write algorithms to collect and use data about peoples' ideas and lives. In fact, we will revive our prior discussion about ethics and introduce new readings to help us develop ethical frameworks to investigate a complex contemporary ethical issue about digital data. Accordingly, you will form teams to research and compose a video that explains a broader social matter about how corporations and organization have developed listing techniques worthy of our critical attention..

To help you consider what to explain, consider some of the following topics, and be sure to see the [Resources](#) page for some initial sources. Here are *some* of the broader topics that these sources cover:

- **Data Brokering:** How are you and your activities commodified and sold to 3rd parties?
- **Medical / Health:** How do different data practices affect medicine, health, and insurance?
- **Psychographics:** How do companies sort you into particular audiences based on thousands of datapoints about you?
- **Politics and Policies:** What topics and issues can help you explain how datafication makes political uses of social media more complicated? For example, is Facebook or Twitter a election technology?
- **Content Moderation:** Numerous social media sites have started to develop and implement machine-learning algorithms to moderate content on their websites. What ethical issues revolve around such algorithmic decision-making?
- **Surveillance:** How are digital listing techniques forms of surveillance?

Overall, your goal is to put your research skills into action, as you learn and apply video composition skills to create a short explanatory video about the data-collection practice. In class, we will learn their generic conventions that will provide us the common ground by analyze some videos within the genre of “[Complex-thing] Explained.”

General process

1. Learn about some basic video composition conventions of the *Explained* genre.
2. Learn how to seek out, analyze, choose, and adapt similar generic conventions to help you tell your ethical data-story meaningfully.
3. Learn about basic editing cuts and composition techniques.
4. Learn how to create a storyboard that outlines your video.
5. Learn about basic video codecs and file formats.
6. Export and submit your group's 4-5 minute video.

Points 200

Submitting a file upload

File Types mp4 and avi

Due	For	Available from	Until
Oct 30, 2018 at 10am	Everyone	Oct 2, 2018 at 12am	Dec 15, 2018 at 11:59pm

Explained Video Rubric (1)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
<p>Secondary Research and Topic Development:</p> <ul style="list-style-type: none"> - Applies particular ethical readings to an analysis of a complex contemporary issue surrounding digital data. - Cites reference and footage materials. 	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
<p>Video Cuts and Composition:</p> <ul style="list-style-type: none"> - Demonstrates knowledge of appropriate use of pertinent source materials for an "explained" genre. - Demonstrates appropriate use of the following basic editing and composition moves to create the "explained" video: Narration, pans, zooms, trims, splits, transitions (on motion, similar elements, or narrative connection), etc. 	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
Total Points: 200.0		

DataStory: Single-Page Website

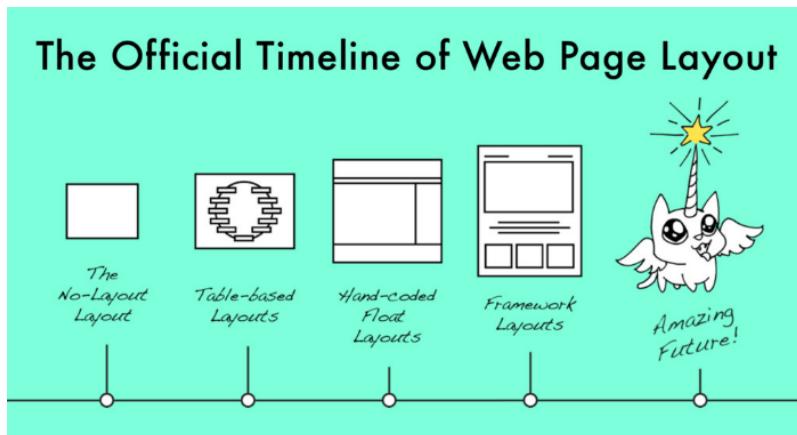
Published [Edit](#) [⋮](#)

- **Timeframe:** 10/30 – 12/11
- **Points:** 350

Description

In this final project, you will use reflections about each of your projects to develop a narrative about what you have learned about data and information. You will learn about some fundamental HTML elements and their relationships and behaviors programmed with CSS. You will also learn some basic design principles, so you can make well-informed decisions about how all of your text and media elements come together into a cohesive narrative that we have been calling your “Datastory.”

You will write your web-ready narrative within a *single-page website* format. We will learn this genre of web layouts by analyzing and discussing example layouts. Subsequently, we learn how to write HTML and CSS to create such a layout. What truly makes this possible within such a short amount of time is the latest developments in both HTML and CSS, wherein they have created the means for you to develop flexible layouts without as much hassle. (This doesn't mean that this project will be easy, but if you truly take an honest crack at it, you will certainly surprise yourself in the end.)



Caption: Image conveying the mobile-first design principles. (src: [Simmons](https://speakerdeck.com/jensimmons/designing-with-grid-an-event-apart-denver?slide=46) (<https://speakerdeck.com/jensimmons/designing-with-grid-an-event-apart-denver?slide=46>), 2017)

General process

1. Learn how to set up and use a web-writing environment: Git and Github and writing in a code editor.
2. Learn about the importance of PATHs and apply basic architectural and folder-naming and file-naming conventions for a single-page website.
3. Learn about and apply basic HTML `<head>` elements, and the `<body>`, how there are block and inline elements, how those elements can be written into hierarchies, and how they have `display` properties and behaviors.
4. Learn about and apply basic CSS element selection and styling (box model), the CSS cascade, & the CSS `Grid`, which will enable you to create a mobile-first/responsive website layout.
5. Develop and refine content for your datastory.

Rubric

RUBRIC CRITERIA	POINTS
Website Content:	70
<ul style="list-style-type: none"> • Discusses insights about your online practices and how digital data are intertwined with it. Essentially, does it demonstrate that you have learned more about data, writing, and digital media in your life? • Integrates pertinent text, visuals, and videos to your datastory. 	
HTML:	140
<ul style="list-style-type: none"> • Conveys knowledge of block-level vs. inline-level elements. • Demonstrates knowledge of parent and child block relationships, i.e. element hierarchies. • Passes HTML5 validation test. To test your site, copy/paste the URL of it within this tester: https://validator.w3.org/ (https://validator.w3.org/). Some "Warnings" are okay, but fix the noted "Errors." 	

RUBRIC CRITERIA	POINTS
CSS:	140
<ul style="list-style-type: none"> Well-planned responsive grid with CSS3 Grid. Grid is written cleanly (spacing, syntax, and structure) and has aptly named tags, IDs, and classes. Structure of CSS document adheres to learned conventions: <ul style="list-style-type: none"> General styles up top and modifiers below, due to the cascade. Alike elements are grouped together, e.g., typography scheme, media, header elements, section elements, footer elements, etc. Provides consistent commenting scheme. Simple and readable typography styles and hierarchy. Aesthetic matches your narrative. 	
Total	350

Writing tools

- Github [account](https://github.com/) (<https://github.com/>) & [desktop application](https://desktop.github.com/) (<https://desktop.github.com/>) for hosting and versioning your website.
- Code editor: [Atom](https://atom.io/) (<https://atom.io/>) (Mac/PC), [TextWrangler](https://itunes.apple.com/us/app/textwrangler/id404010395?mt=12) (<https://itunes.apple.com/us/app/textwrangler/id404010395?mt=12>) (Mac), [Notepad++](https://notepad-plus-plus.org/) (<https://notepad-plus-plus.org/>) (Win)
- Online code editor for practice lessons: [Codepen.io](https://codepen.io/) (<https://codepen.io/>). account. Find and follow me as [Indgrn](https://codepen.io/Indgrn) (<https://codepen.io/Indgrn/>). We will be using the following collection that I've curated on Codepen: [3844-examples](https://codepen.io/collection/DdNPVo/) (<https://codepen.io/collection/DdNPVo/>).

Points 300

Submitting a website url

Due	For	Available from	Until
Dec 11, 2018	Everyone	Oct 30, 2018 at 12am	Dec 15, 2018 at 11:59pm

Data-Story Rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Website Content: - Reviews insights about your digital habits and how digital data are intertwined with it. - Uses the ethical reasoning readings from the course to discuss your digital habits in a critical manner. - Integrates pertinent text, visuals, and videos to your datastory.	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
HTML: - Conveys knowledge of block-level vs. inline-level elements. - Demonstrates knowledge of parent and child block relationships, i.e. element hierarchies. - Passes HTML5 validation test. To test your site, copy/paste the URL of it within this tester: https://validator.w3.org/ . Some "Warnings" are okay, but fix the noted "Errors."	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
CSS: - Well-planned responsive grid with CSS3 Grid. Grid is written cleanly (spacing, syntax, and structure) and has aptly named tags, IDs, and classes. - Structure of CSS document adheres to learned conventions: - General styles up top and modifiers below, due to the cascade. - Alike elements are grouped together, e.g., typography scheme, media, header elements, section elements, footer elements, etc. - Provides consistent commenting scheme. - Simple and readable typography styles and hierarchy. - Aesthetic matches your narrative.	This area will be used by the assessor to leave comments related to this criterion.	100.0 pts
Total Points: 300.0		

Journal of Learning

Published

Edit

⋮

Description

Learning how datafication and our everyday digital habits intertwine takes time and reflection. As a result, we will be using a system that allows you to track your learning over time so we be sure that each stage of your progress is documented and appreciated—by you and me. It also has a rather expansive understanding of what “work” is, so you are able to discuss readings, research, drafts, failures, and mistakes in a way that helps you understand what you have learned and what has led to your successes.

Specifically, each student will be creating a semester-long Journal of Learning (JOL) in which you will keep track of your weekly activities, reflect on what you have learned, make plans for the future, and at midterm and final, make recommendations on what grade you believe you deserve using your own work as evidence.

Objectives

The JOL is informed by the following objectives:

- Reflection: Students will develop their understanding of the important role of reflection during the investigation, design, and communication process. Reflections will focus on the following course learning objectives:
 - Identify and research ethical issues surrounding information as it is produced and used as written and visual media in networked contexts
 - Analyze and explain how personal digital habits are implicated in broader social and political digital practices
 - Recognize, use, and cite copyleft resources to produce web-bound, digital media
 - Recognize and apply fundamental and design strategies for each project.

Assignment Specifics

Your Journal of Learning will consist of the following sections in a GoogleDoc of which only you and me have access:

1. Weekly Updates

In this section, you will compose short updates on what you have accomplished week to week, as well as statements about what you learned by completing that work, which of the Course Objectives were impacted by your work, what you learned about yourself, questions you have, and your plans for the following week. By completing these updates, you will be able to go back and see all you have accomplished when it is time to complete your midterm and final assessments. The word count will vary by week, but, unless I note otherwise, no more than 100 words per entry.

2. My Journal of Learning at Midterm

In these sections, you will discuss your learning in terms of the Course Objectives, using work you have completed as evidence. You will also discuss plans for the future and estimate what grade you think you deserve for the JOL, using the above grading criteria. Specifics for the Midterm will be handed out nearer those dates.

- Intro: Short summarizing statement about what follows (3-4 sentences)
- Section for each objective noted above:
 - Word count per objective: 200 – 250 words
- Plans for the Future:
 - ~100-150 words to explain the grade you estimate; take into account your attendance and participation within class.
 - ~100-150 words to explain how you deem these knowledge and skills helpful moving forward in your education and professionalizing.

3. My Journal of Learning at the End of the Semester

Same as the midterm. We will review this material together at the end of the course.

Due Dates

- **Weekly Updates**: See the schedule.
- **My Journal of Learning at Midterm**: 10/23
- **My Journal of Learning at the End of the Semester**: 12/10

(JOL modified from [Wolff, William \(http://williamwolff.org/courses/wdd-spring-2017/wdd-projects-s17/wdds17-story-of-learning-assignment/\)](http://williamwolff.org/courses/wdd-spring-2017/wdd-projects-s17/wdds17-story-of-learning-assignment/))

Points 150
Submitting a website url

Due	For	Available from	Until
Dec 11, 2018	Everyone	Aug 21, 2018 at 10am	Dec 15, 2018 at 11:59pm

JOL Rubric		
Criteria	Ratings	Pts
Makes clear claims about particular learning items rooted in the objectives of the course.	This area will be used by the assessor to leave comments related to this criterion.	65.0 pts
Backs up claims with evidence	This area will be used by the assessor to leave comments related to this criterion.	65.0 pts
Provides descriptive headings	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
Adheres to memo format	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
		Total Points: 150.0

Resources

Website Resources

- Example Datastory with feature with images: [lindgren-datastory](https://lingeringcode.github.io/lindgren-datastory/) .
- [HTML Template](https://github.com/lingeringcode/html-template) .
- Class [practice-layout](https://github.com/engl3844/practice-layout) [repo](https://github.com/engl3844/practice-layout).
- Codepen: [3844-examples](https://codepen.io/collection/DdNPVo/)
- Class demo-lectures: [Intro to HTML](https://engl-3844.github.io/overviews/html.html#/) ; [Intro to CSS](https://engl-3844.github.io/overviews/css.html)
- Coding editor: [Atom](https://atom.io/) .
- Versioning and hosting: Create a [Github.com](https://github.com/) account and install the [Github Desktop](https://desktop.github.com/) app.
- Online code editor for practice lessons: [Codepen.io](https://codepen.io/) account. Find and follow me as [lndgrn](https://codepen.io/lndgrn/) . We will be using the following collection that I've curated on Codepen: [3844-examples](https://codepen.io/collection/DdNPVo/)
- URL scheme for Github website: [username.github.io/ln-datastory/](https://username.github.io/)
- Grid Paper: [2 Mobile-Screens Paper](https://engl3844.github.io/engl3844s18/assets/teaching-resources/sneakpeekit-2-mobiles-grid.pdf) , [4 Tablet-Screens Paper](https://engl3844.github.io/engl3844s18/assets/teaching-resources/sneakpeekit-4-tablets-grid.pdf) , & [4 Browser-Screens Paper](https://engl3844.github.io/engl3844s18/assets/teaching-resources/sneakpeekit-4-browsers-grid.pdf) (src: [Sneakpeekit.com](http://sneakpeekit.com/)).
- Placeholders: [Images](https://placeholder.com/) & [Standard Lorem Ipsum](https://placeholder.com/text/lorem-ipsum/) and [Hipster Ipsum](https://hipsum.co/) .
- Mozilla Developer Network: [HTML](https://developer.mozilla.org/en-US/docs/Web/HTML) , [CSS](https://developer.mozilla.org/en-US/docs/Web/CSS)
- Comprehensive list of screen sizes: <http://screensiz.es/>
- CSS Grid resources: [CSS Tricks Guide](https://css-tricks.com/snippets/css/complete-guide-grid/) , [Grid by Example Videos](https://gridbyexample.com/video/) , and MDN's [Basic Concepts of the Grid Layout](https://developer.mozilla.org/en-US/docs/Web/CSS/CSS_Grid_Layout/Basic_Concepts_of_Grid_Layout) .

Data Visualization Resources

- Kirk, A. (2016). Data visualisation: A handbook for data driven design. London: SAGE Publications, pp. 150-206. (Download pp. [150-160](https://drive.google.com/a/vt.edu/file/d/0B96D1mtg-kMRbjN5YVhwcnBINHM/view?usp=sharing) , [161-206](https://drive.google.com/a/vt.edu/file/d/0B96D1mtg-kMRNVMybVJLQnlzRE0/view?usp=sharing))
- Inkscape [Exercise Files](https://drive.google.com/drive/folders/1ICCZfEzBz8lcWOjHX-jXCz2z3o31PDuG?usp=sharing) from Rankin's Lynda.com tutorial.
- [Data Visualization Slideshow](https://docs.google.com/presentation/d/1Oyg1ORDbd70l5KH1QIC25a_QfhurNLirgddp_moejs/edit?usp=sharing)
- [Dear Data Projects](https://www.google.com/search?q=site%3Ahttp%3A%2F%2Fwww.dear-data.com%2Fweek-*&q=site%3Ahttp%3A%2F%2Fwww.dear-data.com%2Fweek-*&qs=chrome..69i57j69i58.10300j0j4&sourceid=chrome&ie=UTF-8) : A list of Lupi and Posavec's projects available on their official site. (Note: The list is made possible through a Google search of the site. Simply choose your week of interest.)
- SVG Icons: [Encharm's conversion of the Awesome Font library](https://github.com/encharm/Font-Awesome-SVG-PNG/tree/master/black/svg) ; [The Noun Project](https://thenounproject.com/) ; [Flat Icon](https://www.flaticon.com/)

"Explained Video" Resources

Video Editing

- Courses per software: [Adobe Premiere](https://www.lynda.com/Premiere-Pro-tutorials/Premiere-Pro-CC-2017-Essential-Training-Basics/585268-2.html?org=vt.edu) , [Apple iMovie](https://www.lynda.com/iMovie-tutorials/iMovie-10-1-1-Essential-Training/487935-2.html?org=vt.edu) , [Lightworks](https://www.lwks.com/index.php?option=com_lwks&view=download&Itemid=206&tab=0) (PC), or [Windows Movie Maker](https://www.microsoft.com/en-us/store/p/movie-maker-free/9mvfq4lmz6c9) (PC).
- Animation Apps: [Animaker](https://www.animaker.com/) , [Powtoon](https://www.powtoon.com/home/) .
- Class Resources:
 - [Explained Video Presentation](https://drive.google.com/open?id=15xGXV-53gE4bfuH0m7MlytYpxZYAPN3Ti_aYyIFOqBs)

- [Explained Genre Outline](https://docs.google.com/document/d/1ktx3W6RpAwbd6IMICIBcJyymAuW3Z1wwDuTEMHU7Lg/edit?usp=sharing) [\(https://docs.google.com/document/d/1ktx3W6RpAwbd6IMICIBcJyymAuW3Z1wwDuTEMHU7Lg/edit?usp=sharing\)](https://docs.google.com/document/d/1ktx3W6RpAwbd6IMICIBcJyymAuW3Z1wwDuTEMHU7Lg/edit?usp=sharing)
- [Storyboards](https://www.google.com/url?q=https://engl3844.github.io/engl3844s18/assets/readings/videos/storypanels/storyboarding.pdf&sa=D&ust=1539699664478000) [\(https://www.google.com/url?q=https://engl3844.github.io/engl3844s18/assets/readings/videos/storypanels/storyboarding.pdf&sa=D&ust=1539699664478000\). \[PDF\]](https://www.google.com/url?q=https://engl3844.github.io/engl3844s18/assets/readings/videos/storypanels/storyboarding.pdf&sa=D&ust=1539699664478000)
- [Story Structure Document](https://docs.google.com/a/vt.edu/document/d/1vgkT7_PI7nlSgTrKU3F1Z3Pg6zaUykgfe-A4W4vD3Tc/edit?usp=sharing) [\(https://docs.google.com/a/vt.edu/document/d/1vgkT7_PI7nlSgTrKU3F1Z3Pg6zaUykgfe-A4W4vD3Tc/edit?usp=sharing\)](https://docs.google.com/a/vt.edu/document/d/1vgkT7_PI7nlSgTrKU3F1Z3Pg6zaUykgfe-A4W4vD3Tc/edit?usp=sharing)
- [Storyboard to Script](https://docs.google.com/document/d/17iNxWWu9q_h6uF5bLOhCs_1d_WMUPETu42DAIGU_Tmo/edit?usp=sharing) [\(https://docs.google.com/document/d/17iNxWWu9q_h6uF5bLOhCs_1d_WMUPETu42DAIGU_Tmo/edit?usp=sharing\)](https://docs.google.com/document/d/17iNxWWu9q_h6uF5bLOhCs_1d_WMUPETu42DAIGU_Tmo/edit?usp=sharing) template
- [Basic Cuts](https://docs.google.com/a/vt.edu/document/d/1JpF7Gu1VOEgb6ip5BWVlq8RU6jpbqxHAtFpxr10bnPM/edit?usp=sharing) [\(https://docs.google.com/a/vt.edu/document/d/1JpF7Gu1VOEgb6ip5BWVlq8RU6jpbqxHAtFpxr10bnPM/edit?usp=sharing\)](https://docs.google.com/a/vt.edu/document/d/1JpF7Gu1VOEgb6ip5BWVlq8RU6jpbqxHAtFpxr10bnPM/edit?usp=sharing)
- [Copyright & Fair Use](https://docs.google.com/a/vt.edu/presentation/d/1dXOa9G9SGz83dsDeAYhWpWpYsTG0XPu6kmmtHi-dVjs/edit?usp=sharing) [\(https://docs.google.com/a/vt.edu/presentation/d/1dXOa9G9SGz83dsDeAYhWpWpYsTG0XPu6kmmtHi-dVjs/edit?usp=sharing\)](https://docs.google.com/a/vt.edu/presentation/d/1dXOa9G9SGz83dsDeAYhWpWpYsTG0XPu6kmmtHi-dVjs/edit?usp=sharing)
- [Video Codecs, File Formats, & Citations](https://docs.google.com/a/vt.edu/presentation/d/1e0BIVHVJkZms2qFgEHJa0zTIJ8Ppguh7JCGUkIk0vCl/edit?usp=sharing) [\(https://docs.google.com/a/vt.edu/presentation/d/1e0BIVHVJkZms2qFgEHJa0zTIJ8Ppguh7JCGUkIk0vCl/edit?usp=sharing\)](https://docs.google.com/a/vt.edu/presentation/d/1e0BIVHVJkZms2qFgEHJa0zTIJ8Ppguh7JCGUkIk0vCl/edit?usp=sharing)
- [Project Organization Handout](https://docs.google.com/document/d/1ExKQ0RerUXlal_pV8gzN3nA3OS55OPdlziZt4KzvXZ0/edit?usp=sharing) [\(https://docs.google.com/document/d/1ExKQ0RerUXlal_pV8gzN3nA3OS55OPdlziZt4KzvXZ0/edit?usp=sharing\)](https://docs.google.com/document/d/1ExKQ0RerUXlal_pV8gzN3nA3OS55OPdlziZt4KzvXZ0/edit?usp=sharing)
- Screen-recording:
 - [Quicktime for Mac](https://www.macworld.co.uk/how-to/mac-software/how-record-screen-on-your-mac-3527168) [\(https://www.macworld.co.uk/how-to/mac-software/how-record-screen-on-your-mac-3527168\)](https://www.macworld.co.uk/how-to/mac-software/how-record-screen-on-your-mac-3527168)
 - [BandiCam](https://www.bandicam.com/free-screen-recorder) [\(https://www.bandicam.com/free-screen-recorder\)](https://www.bandicam.com/free-screen-recorder) for Windows
 - [VLC](https://www.videolan.org/vlc/index.html) [\(https://www.videolan.org/vlc/index.html\) for all operating systems \(screenrecording tutorial \[\\[\\\(https://www.howtogeek.com/120202/how-to-record-your-desktop-to-a-file-or-stream-it-over-the-internet-with-vlc/\\\)\\]\\(https://www.howtogeek.com/120202/how-to-record-your-desktop-to-a-file-or-stream-it-over-the-internet-with-vlc/\\)\]\(https://www.howtogeek.com/120202/how-to-record-your-desktop-to-a-file-or-stream-it-over-the-internet-with-vlc/\)\).](https://www.videolan.org/vlc/index.html)
 - [Screencast-O-Matic](https://screencast-o-matic.com/) [\(https://screencast-o-matic.com/\)](https://screencast-o-matic.com/)
- Exporting:
 - [iMovie](https://www.youtube.com/watch?v=ASx1MF-tsdM) [\(https://www.youtube.com/watch?v=ASx1MF-tsdM\)](https://www.youtube.com/watch?v=ASx1MF-tsdM)



[\(https://www.youtube.com/watch?v=ASx1MF-tsdM\)](https://www.youtube.com/watch?v=ASx1MF-tsdM)

- [Lightworks](https://www.youtube.com/watch?v=0gAXDK1MwCk) [\(https://www.youtube.com/watch?v=0gAXDK1MwCk\)](https://www.youtube.com/watch?v=0gAXDK1MwCk)



[\(https://www.youtube.com/watch?v=0gAXDK1MwCk\)](https://www.youtube.com/watch?v=0gAXDK1MwCk)

- [Adobe Premiere](https://www.youtube.com/watch?v=x6cv8kwNXUc) [\(https://www.youtube.com/watch?v=x6cv8kwNXUc\)](https://www.youtube.com/watch?v=x6cv8kwNXUc)



[\(https://www.youtube.com/watch?v=x6cv8kwNXUc\)](https://www.youtube.com/watch?v=x6cv8kwNXUc)

- Video Editing:

- Adobe Premiere:
[Pan/Zoom](https://www.youtube.com/watch?v=cHI_s19qe70) [\(https://www.youtube.com/watch?v=cHI_s19qe70\)](https://www.youtube.com/watch?v=cHI_s19qe70)



[\(https://www.youtube.com/watch?v=cHI_s19qe70\)](https://www.youtube.com/watch?v=cHI_s19qe70)

,

- [Blur Effect \(Transition\)](https://www.youtube.com/watch?v=uiPXOzmsHe8) [\(https://www.youtube.com/watch?v=uiPXOzmsHe8\)](https://www.youtube.com/watch?v=uiPXOzmsHe8)



[\(https://www.youtube.com/watch?v=uiPXOzmsHe8\)](https://www.youtube.com/watch?v=uiPXOzmsHe8)

- , [Image overlay](https://engl3844.github.io/engl3844s18/resources/) .(https://engl3844.github.io/engl3844s18/resources/). See also the course on [Lynda.com](https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu) (https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu).

◦ iMovie:

[Pan/Zoom](https://www.youtube.com/watch?v=LYtgk8NxImQ&t=892s) .(https://www.youtube.com/watch?v=LYtgk8NxImQ&t=892s)



(https://www.youtube.com/watch?v=LYtgk8NxImQ&t=892s)

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(https://www.youtube.com/watch?v=zXq_AuepU5s)

, [Image overlay](https://engl3844.github.io/engl3844s18/resources/) .(https://engl3844.github.io/engl3844s18/resources/). See also the course on [Lynda.com](https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu) (https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu)

◦ Lightworks:

[Pan/Zoom](https://www.youtube.com/watch?v=2ib_Wqr3_lw) .(https://www.youtube.com/watch?v=2ib_Wqr3_lw)



(https://www.youtube.com/watch?v=2ib_Wqr3_lw)

, [Blur / Glow Effect with Keyframes](https://www.youtube.com/watch?v=yLdMPezBt0A) .(https://www.youtube.com/watch?v=yLdMPezBt0A)



(https://www.youtube.com/watch?v=yLdMPezBt0A)

, [Image overlay](https://www.youtube.com/watch?v=CCDW2qjiPpw) .(https://www.youtube.com/watch?v=CCDW2qjiPpw)



(https://www.youtube.com/watch?v=CCDW2qjiPpw)

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- CC-Licensed Images: [CC Search](https://search.creativecommons.org/) .(https://search.creativecommons.org/), [Pexels: CC-Licensed Stock Images](https://www.pexels.com/popular-searches/) (https://www.pexels.com/popular-searches/)
- CC-Licensed Stock Video Clips: [Pexels](https://videos.pexels.com/) .(https://videos.pexels.com/)
- Tutorials for iMovie and Premiere on [Lynda.com](https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu) .(https://www.lynda.com/SharedPlaylist/ff2f352eb8b44915b6c586f09f182886?org=vt.edu)

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Week	Tuesday	Thursday
1 DC	August 21 <ul style="list-style-type: none"> ● Overview of the course ● Introduction to initial projects 	August 24 <ul style="list-style-type: none"> ● READ: <ul style="list-style-type: none"> ○ Read the Data-Collection project ○ Giorgia Lupi. (7 Nov. 2015). Data [are] about people. (You can skip the "Friends in Space" project: ~2:35-6:45) ○ Review the Dear Data project page. Glance at their different data visualizations. ● DUE: <ul style="list-style-type: none"> ○ JOL: How do you see data intersecting with your life? How do you see me translating the Dear Data project into this course? How are they similar or different? Would you consider data sets texts? Why or why not? Also, write out a list of 5-8 digital habits that you might end up tracking. Please note that these topics are not set in stone, but simply curiosities to share and refine.
2 DC	August 28 <ul style="list-style-type: none"> ● READ: <ul style="list-style-type: none"> ○ Excerpts from Beabout, G., and Hannis, M. (2015). Ethics. In J. Martineau (Ed.), <i>Trivium: The classical liberal arts of grammar, logic, & rhetoric</i>. New York, NY: Bloomsbury. [Drive PDF] ○ Excerpts from Katz, Steven. (1992). The ethic of expediency: Classical rhetoric, technology, and the Holocaust. <i>College English</i>, 54(3), pp. 	August 30 <ul style="list-style-type: none"> ● READ: <ul style="list-style-type: none"> ○ Excerpt from Young, Liam. (2017). <i>List cultures: Knowledge and poetics from Mesopotamia to Buzzfeed</i>. Amsterdam UP, pp. 27-33, 85-96. [Drive PDF] ● DUE:

	<p>255-258, 263-265, & 271-273. [Drive PDF]</p> <ul style="list-style-type: none"> ● DUE: <ul style="list-style-type: none"> ○ JOL: According to Beabout and Hannis, what are some of the basic definitions of ethics? How do you understand Katz's definition of the <i>ethic of expediency</i>? Based on what you know, and what Katz provides, how would you define <i>deliberative rhetoric</i> and <i>ethos</i>? What do you think about Katz's linking of Just's memo and contemporary Western practices? How could you put Katz into conversation with the more general reading on ethics? Use examples from each reading. ○ Copy the Research Invention Instructions document to your Drive folder, and follow the instructions. [Drive Link] 	<ul style="list-style-type: none"> ○ JOL: How have Young (and Katz) changed your understanding about technical documents? Do you think of lists differently now? Why or why not? What are your thoughts about making people a “calculable object” (p. 92)? How would you compare the Nazi’s listing techniques to digital “listing techniques” in America? ○ Copy and fill out the Data-Collection Planning document [Drive Link]
3 DC	<p>September 4 - CONFERENCES, No Class</p> <ul style="list-style-type: none"> ● READ: <ul style="list-style-type: none"> ○ None. ● DUE: <ul style="list-style-type: none"> ○ Sign up for conferences [Google Doc Link] ○ <u>Test your collection plan</u> before Monday, based on your revised data set and plan. ○ Share your course Google Drive folder with me: lindgren@vt.edu. ○ Bring your draft research materials to your conference. 	<p>September 6 - CONFERENCES, No Class</p> <ul style="list-style-type: none"> ● READ: <ul style="list-style-type: none"> ○ None. ● DUE: <ul style="list-style-type: none"> ○ <u>JOL entry due</u>. ○ <u>Test your collection plan</u> before Monday, based on your revised data set and plan. ○ Share your course Google Drive folder with me: lindgren@vt.edu. ○ Bring your draft research materials to your conference.

4

DC
/ DV

- Come to the conference with at least 3 particular questions about your topic, questions, and collection strategies.

September 11

- **READ:**
 - Read the Data Visualization page.
- **DUE:**
 - Keep recording your data in your spreadsheet.

- Come to the conference with at least 3 particular questions about your topic, questions, and collection strategies.

September 13

- **READ:**
 - Excerpts from Kirk, A. (2016). *Data visualisation: A handbook for data driven design*. London: SAGE Publications, pp. 150-206. (Download pp. [150-160](#), [161-206](#)).
- **DUE:**
 - JOL: Take notes about the different types of “CHRTS”. What do each chart-type emphasize? Take notes about marks and attributes, too. How does Kirk help you see connections between listing and visualizing information? What chart type would you consider using, based on what you think you know about your data thus far? Explain.
 - Keep recording your data in your spreadsheet.

5

DV

September 18

- **READ:**
 - None.
- **DUE:**
 - Complete Data Set due via Canvas.

September 20

- **READ:**
 - Watch and practice along with Rankin, M. (2015). Inkscape Essential Training: Introduction, 1. Getting Started videos, & 2. Navigating an Inkscape Document. [[Outbound link to](#)

- By hand, on some grid paper, draw a draft visualization by selecting particular data properties of interest to cross-compare by visualizing it. **For this first crack at it, use the temporal chart layout.**
- JOL: After plotting it out, review what you see and mark any interesting patterns. Consider if what next steps you might take to compare what you find with other datapoints, as well as other kinds of charts to highlight that pattern.
- Install Inkscape on your machine: [[Download and install link](#)] Regarding what type of CPU your computer is (32-bit vs 64-bit), refer to this [online guide](#).

September 25

- **READ:**
 - Inkscape Essential Training: 3. Drawing Basic Shapes. [[Outbound link to Lynda.com playlist](#)]
 - Inkscape Essential Training: 4. Transforming Objects: Selecting objects - Skewing objects, Aligning, distributing, and arranging objects, Object clones, Clipping and masks (Skip the others, such as the XML Editor video and any video not relevant to your project); & 5. Working with Fills and Strokes. [[Outbound link to Lynda.com playlist](#)]
- **DUE:**
 - JOL entry due.
 - Complete the above training videos. Be sure to use the exercise files provided for these sections.

[Lynda.com playlist](#)

- **DUE:**
 - Complete the above training video. Be sure to download the exercise files and use them as you watch the videos.
 - Based on insights garnered from your temporal chart, revise your dataviz ideas. Draft a very rough sketch of the new chart on grid-paper.
 - Bring these materials to class, because we will hold peer group discussion about what avenues to take next.

September 27

- **READ:**
 - Review the visualizations at [Dear Data](#) and in Kirk's text. Notice the different strategies for labels and legends.
- **DUE:**
 - Create a draft title, legend, and labels for your chart. Consider this guiding question: "What listed information does someone need to interpret my visualization?" All of your design elements that represent your data should be included and organized in your legend. Consider its placement, as well as the order in which you place your labels.

- Draft your own data visualization in Inkscape. Be sure to have defined your document properties, as well as use features such as the guides and/or grid maker, object copying/pasting, and object cloning for alike marks with shared attributes.

October 2

- **READ:**

- Read the Video Production project page.
- Watch this video as an example of the explained genre: Marshall, M. and Morgan, A. (26 Feb. 2015). Net Neutrality Explained. Wall Street Journal [YouTube Channel]. Retrieved 18 Oct. 2017 from <https://www.youtube.com/watch?v=p90McT24Z6w>.

- **DUE:**

- JOL entry due.
- Data Visualization due. Submit via Canvas. Be sure to follow the submission directions provided in Canvas.
- In class, we will organize each other in groups. Groups will begin inventing their project's topic.

October 4

- **READ:**

- Noble, Safiya U. and Roberts, Sarah. (2017). [Out of the black box](#). *Educause Review*.
- Courtland, Rachel. (2018). [The bias detectives](#). *Nature*, 558, pp. 357-360.
- Velasquez, M., Moberg, D., Meyer, M. J., Shanks, J., McLean, M. R., DeCosse, D., André, C., and Hanson, K. O. (2009). [A framework for ethical decision making](#). *Markkula Center for Applied Ethics*. Santa Clara University.
- Review the Resources page for ideas and preliminary research.

- **DUE:**

- JOL: Summarize the main arguments from Noble and Robert (2017) and Courtland (2018). Refer back to Young's analysis of Nazi listing techniques: What comparisons can you draw between Noble and Roberts, Courtland, and Young?

Also, based on these readings, what questions and issues might you suggest to your team?

October 9

- **READ:**
 - Conduct your research.
- **DUE:**
 - In a new Google Doc within your team folder, narrow your topic by using our readings to identify and define your ethical problem. Be sure to use the Ethical Framework document as a guide to start identifying the ethical issue.
 - Start researching as a group. Organize your research in a shared Google Drive folder. Follow the “Get the Facts” section on the framework.
 - As a group, copy the NNE Genre Moves document into your Team Folder [[Drive Link](#)]. Call it **nne-label-moves** and categorize the different parts of the example explained video by labeling 1) what broader moves it makes to explain Net Neutrality at 2) the particular start-time as a timestamp. For example, 0:00 -- Introduced basic definition of NN: "(insert definition)"; 0:15 -- (Insert move), etc.

October 11

- **READ:**
 - Read through the [Creative Commons](#) page and review the different licenses and what they do.
 - Read and learn more about Fair Use: [What is Fair Use?](#)
 - O'Connor, D. (07 Jul. 2016). Acts, sequences, and scenes. [Lynda.com] Retrieved 22 Oct. 2017 from <https://www.lynda.com/Animation-tutorials/Acts-sequences-scenes/466191/511819-4.html>
 - Olson, D. (2017 Mar. 4). Language of Editing: Basic Cuts. Folding Ideas [YouTube Channel]. Retrieved 22 Oct. 2017 from <https://www.youtube.com/watch?v=RzgLbj6dHM>
 - Continue your group’s research and organizing of resources to use in your Explained video.
- **DUE:**
 - Rewatch the Net Neutrality video. Use the following document to log the mechanical cuts and their respective narrative function, if any: template-nne-cuts [[Google Doc Link](#)]
 - Print out 4-6 pages of storyboards [[Link to download PDF](#)] and bring them to class.
- **CLASS:**
 - As a group, draft set of storypanels for your video during class. Be sure to plot out each set of scenes with their constitutive cuts.
 - Consider how you can use a mix of screen-recordings, clips from other videos, and other media (texts and images) within your sequences.

9
VD

October 16 - Storyboarding

- **READ:**
 - TBA
- **DUE:**
 - Drafted segments of storyboard.
- **CLASS:**
 - Develop storyboards and script.

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VD

October 23 - Team Studio Time

- **READ:**
 - Continued research/editing as needed.
- **DUE:**
 - JOL Midterm entry due.
 - Come prepared to work on a particular set of cuts within your team.

October 18 - Team Studio Time

- **READ:**
 - Continued research: Finding sources for info about your topic + media resources to use within your video.
- **DUE:**
 - Complete draft of storyboard. Bring it to class. Be sure it notes the Scene/Cut numbers, and for each cut you need to note the
 - 1) Purpose of the cut,
 - 2) Type of cut, and
 - 3) the potential media for the cut.
 - Install your editor of choice. Note the resources page for help.
 - Come to class ready to start developing your video.

October 25 - Team Studio Time

- **READ:**
 - Blake, G. (7 May 2014). O'Reilly - Video Training. [Understanding Video Containers and Codecs](#).
 - Be sure to search your video software's ability to export an .mp4 file.
- **DUE:**
 - Come prepared to work on a particular set of cuts within your team.

October 30

- **READ:**
 - Read the next project description: HTML/CSS: Developing Your Data-Story.
- **DUE:**
 - JOL entry due.
 - Explained Video due via Canvas. Be sure to follow the procedure noted on the submission page.
 - Install Atom code editor.
 - Create a Github.com account and install the Github Desktop app.
 - Create Codepen account.

November 1

- **READ:**
 - Basic project architecture & Relative vs. Absolute Paths (Outbound link to a Codepen.)
 - Follow along and watch the first 9:20 of Powell, Kevin. (2017). Git and Github for Beginners. <https://www.youtube.com/watch?v=GqNAD4XoZ6k>.
 - Follow along and watch Shiffman, D. (19 Apr. 2016). Git and GitHub for Poets: 1.1 and 1.2. Code Train [YouTube Channel].
- **DUE:**
 - After reading the Basic project architecture reading:
 - Create a project directory within your current 3844 class folder on your computer.
 - Name the project with the following file-naming scheme: lastname-practice-arch. For instance, my folder would be named the following: lindgren-practice-arch. Use this exact scheme, so be sure NOT to use capital letters.
 - Inside this new project folder, create a project architecture, as noted in the above Basic project architecture reading.
 - Be sure to create an empty index.html file in the root of the folder.
 - Add this project to your Github account with the Github Desktop app before class.
 - Add a new branch, named gh-pages. Use this exact name--no capital letters, and use the hyphen.
 - Download and install your code editor: I recommend Github's Atom.

November 6 - Intro to HTML

- **READ:**

- Excerpt from Duckett, J. (2011). *HTML & CSS*. Wiley. ([Google Drive Link](#)). Read the following pages closely: pp. 20-32, 77-88, 179-188. Skim the rest for your own knowledge and reference as we go through this project.

- **DUE:**

- [JOL](#) entry.
- Based on the Duckett reading, practice some HTML by writing your own Normal Flow HTML site:
 - Name a new folder: *normal-flow-html*.
 - Create an index.html file within the root of this folder.
 - Add it to your Github Desktop workflow.
 - Add this project to Atom.
 - Copy and paste this Codepen, [Introduction to HTML](#), into your index.html file.
 - This practice site can include content about anything you desire, or you can use placeholder images and text (see the **Resources** page on Canvas).
 - Publish and push changes to your Github repo as we reviewed in class on Thursday.

- In class, we will practice some basic versioning with the Desktop app, so come prepared with this prep work completed.
- We will also review the Basic project architecture reading, because such knowledge will be very important to us throughout this project.

November 8 - Intro to CSS

- **READ:**

- "Introducing CSS," Chapter 10 in Duckett, J. (2011). *HTML & CSS*. Wiley. ([Google Drive Link](#))

- **DUE:**

- Refer to the lecture-demo slides [[external link](#)] that describe the assignment.

November 13

- **READ:**
 - Travis, D. (01 Aug. 2011). [A CRAP way to improve usability](#). *User Focus* [blog].
 - Review the following single-page websites: 1. [Nomad theme](#), 2. [Story theme](#), and 3. [Forty theme](#).
- **DUE:**
 - JOL entry due.
 - After reading Travis, analyze and take notes about how you see these different sites applying CRAP design principles. Come prepared to collate how single-page websites seem to apply particular design conventions for us to follow.
 - Revise your `practice-css` homework, as per the directions noted in the [lecture-demo](#).

NOTE: The focus of this assignment is to get better acquainted with HTML, your code editor, and Github. You should consider questions about the difference between block and inline elements, as well as creating hierarchies with your elements, i.e., *element b* is a child of *element a*, etc. Students who neglect this assignment, often have great difficulties later, so please do not put this assignment off.

November 15 - Practice Grids

- **READ:**
 - Simmons, Jen. (2018). [Flexibility & the Fold -- new possibilities with CSS Grid](#). Layout Land [Youtube Channel]. ~13:00.
 - Simmons, Jen. (2018). [Basics of CSS Grid: The Big Picture](#). Layout Land [Youtube Channel]. ~15:00.
 - Rachel Andrews, Grid by Example Video Tutorials: [Defining a grid](#), [The fr unit](#), [Line-based positioning](#), [Repeat notation](#), [Introducing minmax\(\)](#)
- **DUE:**
 - Print out the following image and take notes about the following terms by labeling the example Grid: Grid Container, Grid Item, Grid Cell, Grid Area, Rows, Columns, Tracks, Lines, Line Numbers, Grid Gap. Bring this completed printout to class to receive attendance for the day.

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WS

November 20 - No Class

- No class; Holiday break

- In class, we will review questions about HTML/CSS, discuss flexible design, and the terms that Simmons introduces in her video. If time, we will practice some basic CSS grid work in preparation for Thursdays assignment and class.

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WS / PM

November 27 - Layout Lab

- **READ:**
 - Grid Paper: [2 Mobile-Screens Paper](#), [4 Tablet-Screens Paper](#), & [4 Browser-Screens Paper](#) (src: [Sneakpeekit.com](#)).
 - Simmons, Jen. (2018). [Whitespace on the Web -- with CSS Grid](#). Layout Land [Youtube Channel]. ~5:30.
 - Simmons, Jen. (2018). [Incredibly Easy Layouts with CSS Grid](#). Layout Land [Youtube Channel]. ~9:00.
- **DUE:**
 - JOL entry due.
 - Print out the grid paper and plan your single-page website layout as it would look on different screen sizes.

November 22 - No Class

- No class; Holiday break.

November 29 - Typography Scheme Lab

- Develop ideas for content, which will help you revise your layout ideas. Reflect on your JOL and projects with the following questions:
 - What's the main thread(s) running through the course and the projects?
 - How does each project support those threads?
 - Jot down some examples of such support from each project.
- Lab-based class, where you have time to address issues and work through problems and website elements in class.
- To see how to deal with media, check out my example [datastory website](#).
- Check out some Codepens with example typography schemes: [Basic headings and font imports](#) & [More comprehensive typography scheme](#).

	<ul style="list-style-type: none"> ○ Create your datastory project folder and start developing the layout before class. ● Lab-based class, where you have time to address issues and work through problems and website elements in class. ● Attendance is critical, as those of you with some of this prior knowledge and skill can support your peers. 	<ul style="list-style-type: none"> ● Resource: Be sure to keep this MDN Grid guide handy. Review the following: <ul style="list-style-type: none"> ○ Important Terminology ○ Properties for Parent: display, grid-template-columns, grid-template-rows, grid-gap ○ Properties for Children: grid-column, grid-row, justify-self, align-self, & place-self
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1 6 WS</p>	<p>December 4 - Wrapping up + Studio</p> <ul style="list-style-type: none"> ● <u>JOL</u> entry due. ● Progress on your Datastory site. Be sure to bring a substantial draft to class, as well as 2-3 goals to achieve during our class time. ● Studio class, where you have time to address issues and work through problems and website elements in class. ● Attendance is critical, as those of you with some of this prior knowledge and skill can support your peers. 	<p>December 6 - NO CLASS Office Hours</p> <ul style="list-style-type: none"> ● No class, but I will hold office hours. Feel free to contact me to work through a problem. I will limit our meetings to about 30 minutes just in case numerous students would like to meet.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1 7 fin</p>	<p>December 10 -- FINAL</p> <ul style="list-style-type: none"> ● <i>By 11:59pm on Tuesday, December 11th</i>, submit your JOL, revised projects, and revision memo in the following manner: <ul style="list-style-type: none"> ○ <u>JOL</u>: No need to resubmit it, if you have already done so in Canvas. Yet, be sure to ○ <u>Datastory</u>: In Canvas, share it as a GH URL. <i>Be sure that your repo is set to public, not private.</i> 	

- Revised Dataviz: Share both the newly revised .svg and a .png file, so I can be sure to see what you see on your computer.
- Explained Video: Revised as a group and resubmitted on Canvas.
- Revision Memo:
 - Name your revision memo with the following scheme:
lastname-firstinitial-3844f18-revisions.
 - This memo describes all of your revisions based on the provided feedback. Explain what you changed and why. You can use the same template as the participation memo, but make the obvious changes to the filename and subject line.
 - Share the memo with me by using the Canvas commenting function on your final Datastory project.

Policies

Grading & Project Policies

Revisions

Revisions are a major part of this course. You will receive feedback from your peers and myself, so you can revise the following projects for a better grade:

- Data Set
- Data Visualization
- Explained Video [if conducted as a group]

Grading guidelines

- A: 100-94%, A-: 90-93%: "A" work exceeds basic assignment criteria in several ways.
- B+: 87-89%, B: 84-86%, B-: 80-83%: "B" work meets and exceeds basic assignment criteria
- C+: 77-79%, C: 74-76%, C-: 70-73%: "C" work meets basic assignment criteria.
- D+: 67-69%, D: 64-66%, D-: 60-63%: "D" work fails to meet one or more basic assignment criteria.
- F: 0-59%: "F" work is incomplete, not received, or fails to meet any basic assignment criteria.

Deadlines/Late work

Final drafts handed in after their due dates will be **reduced half a letter grade**, unless prior arrangements are made with me. After 2 days, the grade lowered a full-letter grade, and another full-letter grade for the third. A fourth day results in an automatic failure. However, life happens, and if you require extra time to complete your project, contact me **prior to the assignment deadline**.

Class Attendance and Participation

This course sometimes moves quite quickly by covering lots of material and skill-based demos during class time. Class time sometimes includes collaborative activities, and I expect you to engage the course activities and content by interacting courteously with myself and your peers at all times. Many of the demos, lectures, and other activities cannot be recreated outside of class, so regular attendance and active participation are extremely important.

My attendance policy is simple: you may miss 1 week's worth of classes (2 days) -- **for any reason** -- without penalty. Each additional absence -- **for any reason** -- will lower your course grade by 5%. Additionally, 6 or more absences may result in a failing grade for the course, since it is nearly impossible to engage the course materials without classroom engagement.

Because our time in class is limited, promptness is important. Each tardy (arriving more than 10 minutes late) and each instance of leaving early will count as 1/2 of an absence. Furthermore, if you are late for class, it is your responsibility to ensure that you have not been marked absent.

Classroom Conduct

Original author: Dr. Sano-Franchini

All course participants are expected to be respectful of academic and personal differences that are present in this classroom and in our conversations, discussions, and interactions with one another. Anyone who exhibits disrespectful behavior will be asked to leave, and I will strongly recommend your removal from the course. In addition to a general standard of mutual respect in this classroom, all participants are asked to adhere to the following classroom policies:

Respectful and Empathic Listening

Effective dialogue hinges on our ability to listen with the goal of understanding and building connections—even if we disagree with what is being said. To work toward understanding, we will respect that each person's perspectives are valid, and that they come from a legitimate place. If we don't understand those perspectives, we will ask questions and avoid making silent judgements.

Personal Responsibility

We will use "I statements" (such as "I believe that...") rather than generalizing or provoking (but don't you think..?).

Collective Responsibility

We will speak for ourselves and not for others (including groups to which we belong). Likewise, we will respond to content rather than personalize comments that are made.

Mindfulness

We will be mindful of our personal impact on the group. Dominating discussions, interrupting others, arriving late, texting on your phone, checking social media, and eating or drinking noisily are examples of having a negative impact.

Confidentiality

Any sensitive information about individuals shared during class discussion remains in the classroom.

Ongoing Development

We will review our classroom protocol regularly to insure that we are meeting our expectations, and to determine if additional guidelines are needed.

VT Principles of Community

- We affirm Dignity & Value
- We affirm Civility & Sensibility
- We affirm Diversity & Difference
- We reject Prejudice & Discrimination
- *Ut Prosim* (That I May Serve)

Undergraduate Honor Code

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation.

Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, please visit: <https://www.honorsystem.vt.edu/>.

Honor Code Pledge for Assignments

The Virginia Tech honor code pledge for assignments is as follows: "I have neither given nor received unauthorized assistance on this assignment."

The pledge is to be written out on all graded assignments at the university and signed by the student. The honor pledge represents both an expression of the student's support of the honor code and an unambiguous acknowledgment that the student has, on the assignment in question, abided by the obligation that the Honor Code entails. In the absence of a written honor pledge, the Honor Code still applies to an assignment.

Learner Support

Students should feel free to approach the instructor with concerns or questions about special needs or considerations that fall outside of the services listed here. All information shared will be kept confidential. For complete information on student services at Virginia Tech, please see the Division for Student Affairs.

- Emergencies - Dial 911. Subscribe to [campus alerts](https://www.alerts.vt.edu/) (<https://www.alerts.vt.edu/>). Emergency Warning System

- Personal counseling, including help with drinking, drug abuse, mental health, stress, sexual assault recovery - Thomas E. Cook Counseling Center, 240 McComas Hall - dial (540) 231-7473 or [Cook Counseling Center](http://www.ucc.vt.edu/) (<http://www.ucc.vt.edu/>)
- Reporting [sexual assault](http://www.stopabuse.vt.edu/Get_Educated/sexual_assault/index.html) (http://www.stopabuse.vt.edu/Get_Educated/sexual_assault/index.html) - dial 911 or Student Health Care Center - dial 231-7642 or Women's Center at Price House - dial 231-7806
- Health care appointments - Schiffert Health Center - dial 231-7642 or [Health Care Website](http://www.healthcenter.vt.edu/) (<http://www.healthcenter.vt.edu/>)
- Legal concerns - Student Legal Services - dial 231-4720 or [services website](http://filebox.vt.edu/other/legal/) (<http://filebox.vt.edu/other/legal/>)
- Technical: I can not provide technical support. VT specific technology support can be directed to 4Help via the [Help Request Form](https://vt4help.service-now.com/ess/) (<https://vt4help.service-now.com/ess/>) or by calling (540) 231-HELP (4357).
- Accommodations for Special Needs: Any student who has been confirmed by the University as having special needs for learning must notify me in the first week of the course. For more information please refer to [student services website](http://www.ssd.vt.edu/) (<http://www.ssd.vt.edu/>).
- Academic Support Services: Any student requiring academic support should investigate the University's services. Service areas include: [Student Success Center](http://www.studentsuccess.vt.edu/index.html) (<http://www.studentsuccess.vt.edu/index.html>), [Multicultural Academic Opportunities Program](http://www.maop.vt.edu/) (<http://www.maop.vt.edu/>), [Student Athlete Academic Support Services](http://www.saass.vt.edu/) (<http://www.saass.vt.edu/>), [University Academic Advising Center](http://www.advising.vt.edu/) (<http://www.advising.vt.edu/>), and [Office of Veterans' Services](http://www.veterans.vt.edu/) (<http://www.veterans.vt.edu/>). There are orientation services for new graduate students and for new or transfer undergraduate students. For tutoring, visit the Office of Academic Enrichment - 122 Hillcrest - dial 231-8887 or their website For career counseling, visit the Career Services, top floor Henderson Hall, - dial 231-6241 or refer to their [website](http://www.career.vt.edu/) (<http://www.career.vt.edu/>). For study skills advice, visit [Thomas E. Cook Counseling Center](http://www.ucc.vt.edu/) (<http://www.ucc.vt.edu/>), 240 McComas Hall - dial (540) 231-7473.
- The library has [extensive help services](http://www.lib.vt.edu/index.html) (<http://www.lib.vt.edu/index.html>), including services and guides for those [using the library through the Internet](http://www.lib.vt.edu/help/research/library-web.html) (<http://www.lib.vt.edu/help/research/library-web.html>). There are several methods to [contact a librarian](http://www.lib.vt.edu/help/ask.html) (<http://www.lib.vt.edu/help/ask.html>).
- Accessibility: Students will be provided access to educational materials, buildings, library, computer and classroom opportunities. Videos will have closed captioning. All lecture videos have audio. It is uncertain if the textbook or reading material outside of the textbook is offered in a braille version or on audio. Visually-impaired students may request that the instructor describe the required figures verbally and the images used in the video lectures. Students may request that their requirement to do the field delineation project, attend the field trip, and to lead WebEx sessions be waived, modified, or enabled. Review questions and exams may be presented in audio format upon request, and questions answered verbally by voice recording. More information about the university's [Accessibility policy](https://www.vt.edu/about/accessibility.html) (<https://www.vt.edu/about/accessibility.html>).
- Disability: The university provides [services for students with disabilities](http://www.ssd.vt.edu/) (<http://www.ssd.vt.edu/>). Students with disabilities and challenges should contact the university for course support.