



School of Communication  
and Information

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**Strategic Presentation Methods in Digital Media | DCIM 251**

**Thursday, 7PM | Scott 103**

**Instructor:** Deborah Howlett

**Email:** [debhowlett@gmail.com](mailto:debhowlett@gmail.com)

**Office:** SC&I Room 108

**Office Hours:** Tuesday, 3:30-5:30 pm, or by appointment

### **Welcome!**

I'm so glad we will have this time together and I hope this course is a fantastic experience for you. Before we get to the details of the class, let me tell you a little bit about myself.

I am committed to working with young people who are passionate about telling stories, in print and digitally. My purpose as an educator is to create space for students to explore ways to say what they have to say with power and eloquence.

Most of my career, I was a national reporter for USA Today based in Washington and Chicago. I have also reported from conflict zones, including Iraq and Afghanistan. In addition to teaching, I am currently working on a memoir about growing up genderqueer.

The best way to reach me is by email. I will do my best to respond within 24 hours but please know that I don't often check my email after 6 pm or on weekends.

### **Catalog Description**

Examines theories and techniques for analyzing, producing, and disseminating messages. Students will learn how to use web-based and multimedia presentation tools to connect with a variety of audiences and convey a desired message. Each student will craft a message to support some social change by developing and shaping the message into compelling digital media presentations in a range of formats.

### **Introduction to the Course**

Students will be acquainted with basic digital content management systems, audio editing software, photo editing software, video editing software, file-sharing technology, and at least one video-sharing platform. Students will use these tools to

craft a message that promotes some not-for-profit social cause. Additional topics include copyright and intellectual property, online collaboration tools, audience information needs, and viral distribution of media. This class will emphasize the historical, technical, and social processes which undergird all contemporary information technology, rather than achieving mastery over any singular tool. Student are expected to possess basic information technology literacy upon entering the class, but advanced technical skills are not required.

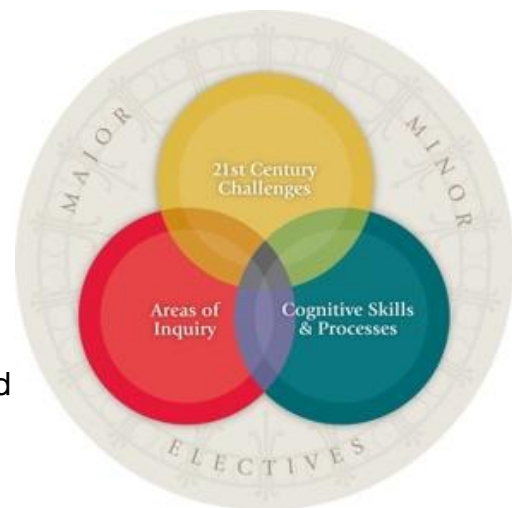
**Pre- and Co-requisites:** None

### **RU Core Learning Goals Met by This Course**

#### **Information Technology and Research (ITR):**

Understand the principles that underlie information systems (for students who entered prior to Fall 2019)

**WCd:** Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insight



### **Learning Objectives**

By the end of this course, students will be able to:

1. Understand and approach audience needs from a standpoint of communication and media theory.
2. Acquire a basic proficiency with a set of digital multimedia tools.
3. Understand and design content for today's digital media environment.
4. Apply key video editing, animation, and web design principles to create engaging digital media content, using a variety of tools and methods to communicate effectively.

### **How the course works**

This is a hybrid course. We will meet in person once a week for 80 minutes. We will spend a similar amount of time in small-group discussions on line. You can also expect to spend at least four or more hours per week completing assignments.

**In Person:** Generally, we will use this in-class time in a workshop format. The first part of the class will be explaining and demonstrating the concepts for that week's module.

The second part will be devoted to putting concepts and techniques into practice in a hands-on, lab format that will help you successfully complete the assignments.

**Online:** You will be expected to complete weekly small group discussions on Canvas based on the assigned reading. Participation includes 1) posting a brief (~250 word) reply to the prompt, 2) commenting thoughtfully on the posted replies of everyone else in your group, and 3) responding to comments on your original post from group mates.

### **The rhythm of the course**

You should consider our in-person meeting the culmination of the week's work.

- All readings should be completed well ahead of our meeting time.
- Discussion posts should be completed two days before the class meeting and responses should be posted the day before. The deadlines will be set in the Canvas course site.
- Assignments generally will be due by midnight the day before the class meeting.

### **Assignments**

Each assignment has a rubric which I will use to assess your work. More detailed descriptions of the assignments will be available below and on the course Canvas site, along with the rubric.

#### **1. Weekly Class Participation and Discussions (20%)**

Students are expected to be present and active participants during in-person class meetings, particularly during peer review and project workshopping. **(LO 1)**

Students will participate in small group online discussions, which may include links to material posted on individual websites. Discussions will be based on assigned course texts, which must be read before posting. **(LOs 2, 4)**

#### **2. Personal website (15%)**

Students will create a personal website. The site will include several pages, including but not limited to About, Contact, Experience, Social Media. A posts page will provide a repository for digital work that will form the beginnings of a digital portfolio that will be helpful in the keystone course as well as demonstrating proficiency once you leave school. **(LOs 1, 3)**

#### **3. Video tutorial (15%)**

Students will create a video tutorial using Screencast-o-Matic to fulfill an identified audience's information needs. The video should be two to five minutes long, with good

use of visuals to illustrate its contents, and posted to You Tube. The student will write a script and create a visual story board as the basis for the video. Screencasts will be shared with classmates and discussed in class. **(RU Core Goal WCd and ITR)**

#### **4. Term Project (50%)**

Working in small groups and individually, students will promote a non-profit or on-campus organization of the group's choice.

1. **Strategic Plan (5%)** — As a team, students will create a two-page written plan to promote an organization so that it meets the needs of the organization and its audience.
2. **Team PSA (10%)** — As a team, students will develop and record a 30-second audio Public Service Announcement (PSA) to promote the organization in its social media and other digital applications.
3. **Individual Podcast (25%)** — Individually, students will produce a seven- to ten-minute podcast that highlights some aspect of the organization (such as a profile of a member or an explanation of a specific activity), and includes the PSA as a commercial break.
4. **Team Paper (10%)** — As a team, students will submit a single six-page paper that discusses and explains the choices, intentions and execution of the project.

Term projects will be presented to the class for evaluation during the last class meeting of the course. Outstanding projects may be featured on DCIM social media or the organization's website. **(LOs 1, 2, 3, 4)**

### **Assessments**

This course uses a standard grading formula based on assessments from the course assignment rubrics.

A	> 90%	Excellent
B+	87-89%	Very Good
B	80-86%	
C+	77-79%	Good
C	70-76%	
D	60-69%	Passable
F	<60%	Failing

### **Tools & Resources**

#### **Computers & Connectivity**

It will be extremely helpful to have a laptop computer to complete the course work and during in-person meetings. Tablets and smart phones likely will be inadequate to most of the work required.

There are several computer centers on campus that might be helpful, too, including:

- Alexander Library — Digital Learning Commons: Computer Study Center, Audio Booth; One-button studio.
- College Avenue Computer Center Lab 15 Seminar Place

Much of the work we will do this semester will require high-speed internet connection.

## **Canvas**

We will rely heavily on the Canvas course website during the semester for discussions as well as submitting assignments and communicating.

Course materials – readings, instructor’s lectures, media, activities, and assignments – for in- class and post-class (homework) can be accessed through Canvas starting on the first day of the semester. You will need your Rutgers NetID username and password to log into the Canvas site.

Resources are available to help students learn how to use the Canvas Learning Management System:

- Student Orientation Tutorial (self-paced) <https://rutgers.instructure.com/courses/35>
- Getting Started in Canvas for Students <https://canvas.rutgers.edu/students/getting-started-in-canvas-students/>

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Students having login or other Canvas technical problems should contact the **Rutgers Online Learning Help Desk** by phone at **877-361-1134** (available 24/7) or by email at [help@Canvas.rutgers.edu](mailto:help@Canvas.rutgers.edu) if you need technical assistance.

In addition, SC&I IT Services offers help with a variety of technology-related issues. They are located in the SC&I Building in Room 120 (first floor), tel: 848.932.5555 or email [help@comminfo.rutgers.edu](mailto:help@comminfo.rutgers.edu).

## **Software**

You will not be required to purchase software to complete this course, though you may wish to do so. In some cases, you may have advanced knowledge or experience in digital media we are learning (such as video editing and image manipulation software) which you may wish use.

## **A word about AI**

While I do not plan to permit the use of AI such as ChatGPT in this class to complete writing assignments, we can certainly discuss its significance as an emerging digital technology, and I may integrate it into some aspects of the class.

## Readings

This course has no text book. Required readings will be available as PDFs with links on the Canvas course site.

## Course Calendar

### 5-Sept INTRODUCTION & SYLLABUS REVIEW

### 12-Sep AUDIENCE

#### Readings

- Rosen, Jay. The People Formerly Known as the Audience, *The Social Media Reader*. Pp 13-16
- Ang, Ien. The Nature of Audience. *Questioning the Media: A Critical Introduction*. Sage. 1999

### 19-Sep CREATING CONTENT

#### Readings

- Davison, Patrick. Because of the Pixels: On the History, Form and Influence of MS Paint. *Journal of Visual Culture*. 2015
- Lessig, L. (2012) "REMIX: How Creativity is Being Strangled by Law." *The Social Media Reader*. (PDF)
- Basics: Fair Use <https://copyright.columbia.edu/basics/fair-use.html>

### 26-Sep WEBSITE

#### Reading

- Duncombe, Steven. Zines. *Notes from the Underground: Zines and the Politics of Alternative Culture*. Pp 6-21

### 3-Oct WEBSITE

#### Reading

- Connor, Michael. (2014) "I (No Longer) Have a Website: Access, Authenticity, and the Restoration of Geocities" <http://rhizome.org/editorial/2014/feb/10/authenticity-access-digital-preservation-geocities/>

### 10-Oct VIDEO

#### Readings

- Wolf, Christine T. "DIY Videos on YouTube: Identity and possibility in the age of algorithms." *First Monday*. <http://firstmonday.org/ojs/index.php/fm/article/view/6787/5517>
- Robles-Anderson, Erica and Patrik Svensson. (2016) "One Damn Slide After Another: PowerPoint at Every Occasion for Speech" <http://computationalculture.net/article/one-damn-slide-after-another-powerpoint-at-every-occasion-for-speech>

**Assignment Due: Website**

**17-Oct VIDEO**

Reading

- Udell, Patrick. "ScreenCasting captures what words can't" InfoWorld. <http://www.infoworld.com/article/3030607/collaboration/screencasting-captures-what-words-cant.html>

**24-Oct ENGAGEMENT**

Reading

- boyd, danah. The Always on Lifestyle. Social Media Reader
- The Kids are Alright. <https://www.pbs.org/wgbh/frontline/article/danah-boyd-the-kids-are-all-right/> (2015)

**Assignment Due: Video Screencast**

**31-Oct WORKING IN GROUPS**

Reading

- Hyde, Adam. What is collaboration Anyway? Pp 53-70

**7-Nov AUDIO**

Reading

- Devine, Kyle. "Imperfect Sound Forever: Loudness wars, listening formations and the history of sound production." Popular Music.

**Assignment Due : Group Plan**

**14-Nov AUDIO**

Reading

- Sterne, J . The MP3 as Cultural Artifact.

**Assignment Due: PSA**

**21-Nov THANKSGIVING BREAK**

**28-Nov MEMES**

Reading

- Davison, Patrick. "The Language of Internet Memes." The Social Media Reader (2012)

**5-Dec PAPER WORKSHOP**

**Assignment Due: Podcast**

**12-Dec GROUP PRESENTATIONS**

**Assignment Due: Paper**

## Important University, Department and Class Policies – Please Read Carefully

**Importance of this syllabus:** By your continued enrollment in this class, it is understood that you are agreeing to all of the policies and procedures set forth in this syllabus. Failure to obtain or read this syllabus does not exempt the student from its policies and procedures. Please let me know immediately if you have any questions or concerns about anything contained within the syllabus. If you cannot abide by these policies and procedures, I expect you to drop the class.

**Check your Rutgers email,** the Canvas course site, and any social media platforms we use for the online portion of the class at least every other day during an academic semester. Messages will be sent to you from professors, administrators, SC&I and Rutgers frequently during the semester. You are responsible for seeing and responding to them as necessary.

**In the event of inclement weather** or an emergency that could conceivably prevent a face-to-face class session from being held, check Canvas and your email for details. In any case, continue your reading so as to be up to date and so we can move forward when class resumes. The university rarely cancels classes for inclement weather. To check if classes are cancelled, visit <http://campusstatus.rutgers.edu/> or the Rutgers homepage.

**If you expect to miss class,** especially several classes, please use the University absence reporting website – <https://sims.rutgers.edu/ssra/> -- to indicate the dates and reason for your absence, which may include

- Illness requiring medical attention;
- Curricular or extracurricular activities approved by the School;
- Personal obligations claimed by the student and recognized as valid (for example, death or serious illness of relative or family member);
- Inclement weather causing dangerous travel conditions (note that the university formally advises via the Rutgers website if classes are canceled due to weather, but you must make your own decision if you are a commuter, with your safety in mind).

If you must miss classes for longer than one week, you should contact Dean Ewell in the SC&I Student Services office, Room 214 at SC&I, or another dean of students at Rutgers to help verify your circumstances.

**If you're absent,** you must get all the notes, assignments, and announcements *yourself*, including possible adjustments to the course calendar. Get these from a classmate and/or the Canvas site *before* asking to see me for extra help; I cannot be solely responsible for helping every absentee student catch up. Be smart and get this info *before* the next class in case the next class is affected (e.g. extra assignment, location change, reading change, due date change, etc.). Besides, you can only stay up to date if you make up missed work immediately. Quizzes and class exercises cannot be made up if you're not present.



**Inform me immediately of serious, personal emergencies** that interfere with your participation in this class. These should then be documented in writing and brought to the Student Services office in room 214 at SC&I, where an advisor will counsel you as to the best way to proceed with your classes. Only if this procedure is followed can I attempt to work with you to craft a mutually acceptable resolution for the situation. Extensions for assignments are rare and are only granted at my discretion in the event of documented extenuating circumstances, as per school policy. This protects and rewards the large majority of students who work diligently to get their work in on time.

For help with academic advisement within SC&I or with regard to the Digital Communication, Information and Media minor, contact the SC&I Student Services Office in Room 214 of the SC&I Building or call 848-932- 7500, ext. 2. To learn more about the DCIM minor, see <http://bit.ly/1r0YuxH>; with any questions, email [dcim@comminfo.rutgers.edu](mailto:dcim@comminfo.rutgers.edu).

**All readings must be completed on time** as indicated on the syllabus. Quizzes may be given at any time to reinforce this. Frequent reviewing of readings and notes is strongly advised.

**Promptness is also critical.** I reserve the right to subtract participation points for students who arrive to class after attendance is taken as well as those who leave early, especially chronically. Similarly, you are expected to hand in all your work on time. Unless otherwise noted, all written assignments, discussion boards, and group projects are due on/before the time and date listed in the Syllabus/Course Schedule and in this course. There are no re-submissions of papers or coursework after the initial grading on assignments in this course.

**All assignments must be typed** unless I indicate otherwise. Keep an additional back-up copy or email it to yourself for your own protection in case something gets lost or accidentally deleted.

**No work for this course may be handed in for credit after 11pm on the last date of the final exam period.** A T-grade will only be given to a student who has extenuating circumstances such as that described above and at my discretion. Except in such cases, do not ask to hand in additional work after the end of the semester. For me to consider and grade such work would be unfair to every other student who labored to complete work within the semester boundaries. I will not artificially extend the end of the semester for one student and not for all of them, and therefore it cannot be done, or the semester's time frame would be meaningless.

**Make-up tests** are rare and only given if requested by email within 24 hours (before or after) of the original test date and if the situation is serious enough to warrant the make-up. Be aware that make-ups may differ from the original test in format as well as content. The student is responsible for arranging the make-up with me in a timely and professional manner.

**Appeals on the grade on any individual assignment** item should be submitted in writing via email within two weeks of the return of the assignment. Appeals received after this time will not be accepted. For additional information, please see SCI's "Grade Appeals" policy <https://comminfo.rutgers.edu/office-student-services/academic-assistance-and-support/grade-appeals>

### **Recognized religious holidays**

Regarding absences for religious observance: "It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule."

### **Academic Integrity**

Academic integrity is to be maintained at all times. Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not look over at the exams of others or use electronic equipment such as cell phones or MP3 players during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.
- Do not submit work that you have previously submitted for another class- yes, it IS considered plagiarism if you plagiarize yourself!

If you violate this code, you risk a failing grade in the course and even possible suspension from the university. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/> If you are unsure about any issue related to plagiarism or scholastic dishonesty, please discuss it with me.

### **Accommodations**

Rutgers University welcomes students with disabilities into all of the University's educational programs. Students with documented disabilities who need

accommodations in this class must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu/> for details. You can also speak with a SC&I adviser about your disability by visiting the Office of Student Services in the SC&I Building, Room 214 or calling them at 848-932-7500 (dial 2 as your menu choice).

### **Information on Student Wellness Services:**

**Counseling, ADAP & Psychiatric Services (CAPS)** (848) 932-7884 17 Senior Street, New Brunswick, NJ 08901, <http://rhscaps.rutgers.edu/>  
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)** (848) 932-1181 3 Bartlett Street, New Brunswick, NJ 08901 <http://vpva.rutgers.edu>.  
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services** (848) 445-6800 <https://ods.rutgers.edu> Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854  
The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners** (732) 247-5555 <http://www.scarletlisteners.com>  
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. **"Just In Case" Web App** <http://codu.co/cee05e>  
Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

## **Social Media Policy for Classroom Use**

Dr. Mary Chayko, DCIM Program

School of Communication and Information, Rutgers University

There are many outlets available to you to communicate with current and future friends and acquaintances as well as family members. Social networking sites (e.g., Facebook, Twitter, Instagram), online hangouts, bulletin boards, and blogs are just a few of these outlets. You represent yourself, your family, and your University when you engage in social media, especially for classroom use, and it is expected that you to do so with the highest standards of honesty, integrity, and responsibility. You must follow these policies and guidelines as you participate in any of the above-mentioned or similar communications in conjunction with my class, and it would be good practice to follow them in all your online communication:

- Familiarize yourself with the Terms of Service of all sites and platforms that you frequent (including Google). Know that you are bound by these terms and conditions and that most of them indicate that the site/platform can do whatever it wants to do with your data, including extracting information about you that could be sold and shared elsewhere, and making assumptions about you and your habits and lifestyle on the basis of that data.
- You may keep your page/site private or anonymous, but understand that anything you post online (even if you make your site private) is out of your control the moment you place it online and is then available to anyone in the world.
- Do not post your home address, local address, phone numbers, date of birth, class schedule, etc. If you do, you open yourself up for predators, stalkers, identity thieves, and other criminals.
- Do not post, email, text or otherwise electronically share information, photos, videos, or other representations of sexual content, inappropriate behavior (e.g., actual or implied drug or alcohol use), or items that could be interpreted as demeaning or inflammatory. You are also responsible for all information posted by others on your site. Be professional and responsible in your postings and texting and encourage others to do the same.
- Do not post information, photos, videos, or other items online that could embarrass you, your family, classmates or the University. This includes information, photos, and items that may be posted by others on your page/site.
- Photos taken in or in connection with class should only be taken for a learning-related purpose (i.e., to capture and share text on the blackboard or powerpoint, to share relevant information, to depict the use of technology and teamwork in the classroom, etc.). Your social media use in this class may include photos, but see me if you are unsure whether your photo qualifies.
- Technology use and the taking and posting of photos in class cannot distract from the work of the class.
- When possible, ask anyone whose face might appear in the photo if it's OK with them to take it before you do so. Then, show the photo to anyone whose face appears in it before you post it to make sure it's OK with them to post. Do not post it if even one person in the photo doesn't want you to. Delete such a photo from your device immediately.
- Do not tag classmates in classroom photos unless the classmate agrees to being tagged.
- Take down a photo if someone in the class asks you to take it down after the fact. It is understood that this photo may have already been shared elsewhere by then.
- Do not take or post video in class unless pre-approved by me (and those appearing in it) for use in some specific project.

**Best practices and reminders:**

- Think twice before posting, tweeting, texting, or sending an email -- every single time. If you wouldn't want your teacher, parents, or future employer to see it, don't send it.
- Be respectful and positive online.  
Keep in mind that many potential employers and graduate schools analyze these sites in their search processes. Anything posted that is attributed to you could be damaging to your future.
- When commenting online in any forum or format, take care to be accurate, sensitive, and responsible in your remarks.
- Remember, many different audiences may view and/or monitor your information online including children, law enforcement, your family, faculty, college administration, etc. Consider the impact of your social media use on any and all members of any and all potential audiences.
- Be aware of posts, photos, and videos in which you appear on others' sites. Block or do not permit the posting or sharing of anything in which you appear that would constitute a violation of this policy.
- Remember that a permanent record of all that you do is left when you use the internet, even when you keep your page private (which you should do). Understand and use the privacy/security settings made available on these sites. Remember that even if you delete something, it's still out there. Be in a clear, thoughtful state of mind when you communicate electronically. Do not text, IM, email or post when your judgment is impaired or you are not thinking clearly and responsibly.
- See the instructor if you have a question or issue regarding any of these policies or your social media use.
- If SC&I sees your photo and would like to use it on the website or in formal promotional materials, you will be asked to sign a release.

*[Portions of the above were adapted with permission from the Rutgers University Student-Athlete Social Media Policy and Rutgers Women's Soccer Social Media Policy. Permission to disseminate this document is granted; please acknowledge Dr. Mary Chayko, School of Communication and Information, Rutgers University as its source]*

## Online Discussion Instructions

This is a hybrid course. Because we meet in person only once per week, the online discussions in the Canvas course website are a major component of the work we will be doing and are equally as important as our in-person meetings. The discussions are a chance to apply gauge your understanding of the reading material and its application to the work we will do. The discussions will be done in small groups so that they don't become too unwieldy.

### In steps

- First, complete the readings and other texts for the week. It will be impossible to have informed, thoughtful, and interesting discussions without reading the material.
- Next, navigate to the discussion prompt on Canvas. By the time listed in the instructions you must reply to the prompt with a post of at least 250 words. It is often helpful to write the post outside of Canvas and then cut and paste the text into the reply box rather than composing as you go.
- After you have posted your initial response to the prompt, respond to the posts of at least four classmates by the time listed in the instructions
- Once others in your group have responded to your post, you should respond to them, especially answering any questions they may have raised.
- Sometime after the discussion is closed and prior to our in-person meeting on, read through ALL of the posts to get a sense of the discussion as a whole. This might take some time! It's a great thing to do just before class, to get ready for class and "warmed up" for the topic we'll be discussing.

### Things to keep in mind:

- Make sure your initial post is not too similar from another.
- Make sure your response posts are substantive and do not simply agree or disagree with the initial post. Support or refute a point (and please do so in a constructive and never personal manner) using concrete examples.
- It's good to extend the discussion in a different direction or expand the scope of the topic. Make the conversation interesting!
- Take a stand - don't be halfway on your argument!
- If you complete the assignment, you will get the 10 points. If you do not do the assignment or miss parts of it you will get zero points.

## Discussion Rubric

Effective Participation in Discussion	Incomplete	Complete
Criteria/Points	0	10
Original thought, depth, and relevance. Connections are made to readings and/or other course materials as required. Post contains new insights. Well organized, appropriate style, and grammar. Contributes feedback, follow-up questions, and reflective comments.		

## Website Instructions

Students will build a personal website. WordPress will be the classroom default because it's free and is standard in many workplaces. Students may choose to use another Content Management System for this assignment, but please discuss your choice with the instructor first.

In Steps:

1. Login to WordPress
2. Choose a theme that speaks to you and fits your personal brand.
3. Create the pages that will comprise your site and add content to the pages. These should appear in a menu somewhere prominently on your site. This will take more time than you think. It is helpful to collect the materials you will need — text, images, photos, charts, url links — before you begin your build. At a minimum the site should they should include the following pages:
  - Home — This is the page that serves as the front porch for your site. It should be welcoming and visually appealing.
  - About — This **static text** page should be the home for a brief bio that can include your interests and activities, as well as any information you might want to share. This could also include a link to a resume in a digital and/or PDF format (this could also be a page on the menu).
  - Contact — This could be a **static text** page or a **form** that allows people to contact you through the website rather than a personal email address. You can also create an email (often for no additional cost) connected to your website.
  - Work — This should be a **page that supports posts** and will likely serve as the main content engine for your website.
  - Social media — **Links** to your social media accounts, especially LinkedIn. You may set up professional accounts separate from your personal accounts.
  - Your website should include **visual elements**, either original images you've created or Creative Commons images that comply with copyright laws.
4. Post the website URL in the Canvas assignment page. Add a statement in the text box that explains specifically your audience and how the website will meet that audience's need.

## Website Rubric

	Beginning	Developing	Accomplished	Exemplary	Total
Criteria/Points	0-17	17-20	20-23	23-25	/25
<b>Effective Use of Content Management System</b>					
<p>Website pages have clear, descriptive title and textual description. Content meets the information needs of a well-defined audience. Website URL, navigation interface, and about/ editor/contact pages facilitate smooth navigation, with detailed citation of all sources. Content of posts fulfills all guideline for applicable prompts. Media is embedded, links are up to date and embedded within text.</p>					
<b>Meets Audience Information Needs</b>					
<p>Website address a specific audience. Content fulfills an information need. Content refers to authoritative information sources in order to justify its arguments.</p>					
<b>Effective Composition of Web Content</b>					
<p>Pages, posts and content are composed in order to maximize audience engagement. Posts and pages include at least one well-selected image or video, which enhances user experience.</p>					
<b>Adheres to guidelines and instructions</b>					
<p>Content is produced in a timely fashion, according to all details stipulated in class, in Canvas, and in the syllabus. Content is uploaded, linked, labeled, and embedded in the proper location, and in the proper format.</p>					
<b>Total Points (Sum of Criteria)</b>					



## Video Instructions

Students will create a “how-to” video using Screencast-O-Matic. The three- to five-minute video will provide meaningful content that addresses a specific audience and information need. Students will have wide creative latitude for the video.

Step-by-step:

1. Decide what you want to say in a video, and why. You might modify or change this as you do your work, but you need a starting point that will help you focus going forward. This is also the time to consider and decide on audience interests.
2. Develop a story structure. What are the “chapters” in your video. Giving it a beginning, middle, and an end will provide a narrative arc to the story and make it more interesting to viewers.
3. Create a storyboard. This will expand your story structure into a detailed outline format and serve as a step-by-step guide and planning document for the actual creation of your video.
4. Collect and/or create visual resources, including charts and diagrams, that you will need for your video. Compile the visual elements, including any lower thirds or text-over-images you will need, into the Screencast-O-matic software.
5. Finalize your script and add voice over narration to your video. Don’t wing it. The difference is night and day. Be sure to write an “intro” and an “outro” to introduce and end your video. (A note about scripts: On average, people speak at a rate of about 150 words per minute. A five-minute script would be about 750 words, or approximately three typed, double-spaced pages.)
6. Add any other audio to the video (a musical intro or outro, or any other audio that has to be mixed down with the video).
7. Export and publish your video to You Tube. Please do not make it private, otherwise the instructor won’t be able to view and grade your work.
8. Create a post on your website posts page and embed a link to the video. Make sure the post has a headline and a bit of text (sometimes called chatter) that introduces the video and explains what audience and information needs it serves.
9. Add a URL link to the YouTube upload on the Canvas course website in the assignment positing and provide the bit of text from your website in the text box.

## Video Rubric

	Beginning	Developing	Accomplished	Exemplary	Total
Criteria/Points	0-17	17-20	20-23	23-25	/25
<b>Use of distribution technology (YouTube, WordPress)</b>					
Channel name is related to editor or website name. Youtube and WordPress both contain relevant descriptions and titles. Avatar image is branded consistently. Video contains imagery related to topic. Video includes invitations to engage with content through sharing, following, etc.					
<b>Use of Production Technology (Screencast-o-Matic)</b>					
Well-composed in terms of audio levels, visual aid, pacing, and script. Displays meaningful content from both desktop and video capture as needed to illustrate concepts. Displays title cards and charts or diagrams as needed.					
<b>Meets Audience Information Needs</b>					
Addresses a specific information need. Begins and ends with brief description of purpose and introduction. Cites all relevant sources of information and web content.					
<b>Adheres to guidelines and follows instructions</b>					
Original video is uploaded to YouTube and embedded on WordPress with detailed description and title. Adheres to length guidelines and is well- paced.					
<b>Total Points (sum of criteria)</b>					

## Podcast Instructions

Each member of the group will create a 15-minute podcast that fits in with the larger plan for the organization. Each podcast will demonstrate an understanding of the principles of information systems and the technology underlying the presentation. Each will employ a clear approach to audience needs.

### Requirements

- At least 7 minutes original audio content
- Uploaded and streaming via SoundCloud
- Introduction with background music and basic description (purpose, structure, audience, website URL, creator name, description of partner sites, etc)
- Includes 30-second audio PSA promoting group's chosen nonprofit organization
- Includes discussion of topic relevant to group project.
- Possible formats include interview, review, historical accounts, or tutorial
- Conclusion with background music, plus voice narration reiterating content from intro and **call to action**
- SoundCloud description with all relevant links and information

To submit a URL link on the Canvas site:

- Select the "**Website URL**" tab.
- Type or copy and paste the **URL** of your audio file on SoundCloud from your browser address bar into the text window labeled "**Website URL.**"
- NOTE: Be sure that your file is not set to 'private.' Please also provide the direct link to your new file, rather than a general link to your profile.
- Add any additional notes in the field labeled "Comments".
- Click the "**Submit Assignment**" button at the bottom of the submission dialog box.

## Podcast Rubric

	Beginning	Developing	Accomplished	Exemplary	Total
<b>Criteria/Points</b>					
<b>Understands the Client (Overall effectiveness)</b>	<b>0-14</b>	<b>15-18</b>	<b>19-22</b>	<b>23-25</b>	<b>/25</b>
Podcast shows a clear understanding of all instructor, nonprofit, and audience needs. All podcast segments and public service announcements (PSAs) are well-introduced and differentiated with background music. Purpose, title, cause, and URL are clearly credited in introduction, conclusion, and written description. Includes links to group member sites. Podcast is well-titled, uploaded to a SoundCloud account with consistent imagery and branding. Podcast is embedded to student's WordPress site with links to to all relevant partners (including the nonprofit mentioned in PSA).					
<b>Communicates the principles of information systems (RU Core Goal WCd and ITR)</b>	<b>0-14</b>	<b>15-18</b>	<b>19-22</b>	<b>23-25</b>	<b>/25</b>
Project makes good use of information technology to select information sources, follow social and technical operating procedures, encode and communicate messages effectively, design for user interactivity, produce desired audience impact, and collect relevant feedback. Writing is clear, persuasive, effective, and error-free. Audio project is well-composed, makes good use of information technology, and is contextualized effectively with text, citations, and links. Guest post is well-contextualized with new descriptive blog post. Podcast is recorded in a quiet location with minimal background noise. Background music is smoothly faded in and out for introduction, conclusion, and transitions. Effects like equalization, compression, and volume adjustment are used to maximize audio quality. All voice levels are clearly audible.					
<b>Employs clear approach to audience needs</b>	<b>0-14</b>	<b>15-18</b>	<b>19-22</b>	<b>23-25</b>	<b>/25</b>
5) Project addresses specific and well-defined audience. Audio and video content addresses audience's information needs, while also advancing the cause of selected nonprofit. Conversations are guided by a well-composed script or structure. Narrator introductions signal and explain all transitions.					
<b>Aesthetic/Creative sensibility</b>	<b>0-14</b>	<b>15-18</b>	<b>19-22</b>	<b>23-25</b>	<b>/25</b>
6) Project is made memorable and appealing to target audience through effective use of consistent background music, effective editing and embedding, and cross-platform consistency. Consistent account names, asset titles, background images, color schemes, and logos are created using the appropriate hardware/software.					
<b>Total Points (Sum of Criteria):</b>					

## Term Project Instructions

### 1. Project proposal/pitch to nonprofit

Each group will identify a nonprofit or a student organization to promote. Working with the leaders of the organization, the student group will develop a digital communications plan that considers the organization's needs and its audience. Reach out to the leadership of a student organization to offer your group's services. It is the responsibility of the student group to identify an organization and secure the cooperation of the organization. The two-page project pitch should:

- Introduce the organization and its mission
- Describe the overall goal for promoting the organization and the specific audience you are trying to reach, including why it is important to the organization to reach them.
- Outline the group's plan for the PSA and the slate of podcasts, including specific plans for the direction and content of the podcasts.
- Provide insight into the discussion with the organization about the choices made.
- Provide a conclusion about the group's plan for promoting the organization and the success you hope to achieve.

The proposal should be submitted as a .doc file in the Canvas assignment page.

### Group Project Proposal Rubric

	Beginning	Developing	Accomplished	Exemplary	Total
Criteria/Points	0-30	30-40	40-45	45-50	/50
<b>Displays Clear and Actionable plan</b>					
Contains a paragraph of detailed information regarding a nonprofit or group to be discussed in Public Service Announcements. Describes podcast formats and structures for all segments. Clear plan and timeline for completion. All group members have contributed.					
<b>Follows Instructions</b>					
Proposal follows MLA format. Uploaded on to Canvas in proper format.					
<b>Total Points (Sum of Criteria)</b>					

## 2. Public Service Announcement

The group will create 30- to 60-second Public Service Announcement (PSA) to be broadcast on social media and other platforms. The PSA, essentially a commercial, will have audio and visual elements and will fit the style, tone, and mission of the organization. It will also demonstrate and understanding of audience.

Step-by-step

1. Create a storyboard, working with the organization on the basic concept.
2. Write the script. Make sure your PSA doesn't exceed 60 seconds.
3. Record the PSA. You can use a computer or smartphone in a quiet environment or seize the opportunity to use the digital studios in Alexander Library for a real professional product.
4. If necessary, use Audacity to fine tune your audio recording.

Export and publish the audio file on Soundcloud.

### Group Public Service Announcement Rubric

	Beginning	Developing	Accomplished	Exemplary	Total
Criteria/Points	0-30	30-40	40-45	45-50	/50
<b>Use of Information Technology</b>					
File is recorded, encoded, uploaded, and embedded using techniques described in class. Audio levels are clear. Narration addresses all relevant information regarding nonprofit, plus a tie-in to the student's site topic, in 30 seconds or less. Uses CC-licensed background music, with smooth fading, to signal transitions. Cites all relevant sources in both SoundCloud and WordPress posts.					
<b>Value to User</b>					
Displays clear understanding of nonprofit and audience. Easy to find, embed, share, and stream. Provides both entertainment and informational value.					
<b>Total Points (Sum of Criteria)</b>					

### **3. Paper**

The group will be responsible for creating a paper detailing the decisions and processes used in the completion of the project. Following are the required elements of the paper. The paper should be a minimum of six pages in total.

#### **Purpose and introduction**

- Introduce the project. Provide a basic outline of what you have accomplished, including a brief summary of the paper's sections that will follow.
- Discuss the purpose of your project in detail. Specifically, discuss the interest of the audiences and organizations that you address in your podcast, and how you chose to approach helping the client with your project.

#### **Hardware and software**

- Provide a list of technologies used in completing your podcasts. Cite at least two class readings to expound upon the social and technical processes that enable your use of the identified technology. Say which software you used on the computer, and what you produced with it.
- Use the course readings to explain the technical and social processes through which the software enables your production of web and audio content.
- Address the broader societal importance of the availability of the technology you used. Cite at least two course readings to explain the social impact of your selected information technologies (e.g. audio editing software, web hosting services, etc.)

#### **Data**

- Discuss what information your project relays to the audience. Be specific about what information you used and its source, including citations of texts, relevant websites URLs and other information sources.
- In addition, explain the reason for presenting this information to your audience in this project. Tie this into the broader purpose of the project. Provide citations to all relevant sources.
- Conclude this section by addressing other ways this information could be passed to an audience and discuss the significance of presenting the information in the way you have for this project rather than in some other way.

#### **Role of Human Users**

- Explain who you see as the audience for your project. This section should be lengthy and detailed. Include as much information as possible about the demographics of your ideal audience member, especially the information needs.
- Once you have described your intended audience, describe how your online content is tailored to appeal to that audience. Use specific examples from the project and tie them to specific aspects of the audience member you have described. Justify your decisions using reference to at least two in-class academic sources.

#### **Licensing Procedures and Policies**

- Discuss the role that copyright has on your project. Explain how the project navigates copyright laws and how you found or created materials which are licensed appropriately. Refer to at least two course readings in order to justify your decision.
- Address the licensing status of image, audio, and video content. Conclude this section by addressing how your policies impacted the project, either in terms of facilitating or restricting your ability to provide certain kinds of content.

#### **Feedback and conclusion**

- Explain in this section how you can/will receive audience feedback about your project.

- Emphasize ways that technologies facilitate getting unique forms of feedback, including specific platform's like, share, subscription, and comment systems.
- Conclude this section by reminding the reader of ways that your selected technologies relate back to the broader audience, purpose, and goals described in section one.

### Group Project Paper Rubric

Criteria/Points	Beginning	Developing	Accomplished	Exemplary	Total
<b>Focus/Purpose</b>	<b>0-13</b>	<b>14/15</b>	<b>16-17</b>	<b>18-20</b>	<b>/20</b>
The paper provides insight in all six required areas and discusses decision making processes and reasoning. It provides detail on how technology was used.					
<b>Analysis</b>	<b>0-20</b>	<b>21-23</b>	<b>24-26</b>	<b>27-30</b>	<b>/30</b>
Demonstrates an understanding of how the project and decisions fit within the course components, especially in its service to the organization and its reach to audience.					
<b>Evidence (Sources)</b>	<b>0-20</b>	<b>21-23</b>	<b>24-26</b>	<b>27-30</b>	<b>/30</b>
Calls on readings from throughout the course to reinforce discussions about decision making and technology choices. Offers proper in-text citations.					
<b>Organization</b>	<b>0-6</b>	<b>7</b>	<b>8</b>	<b>9-10</b>	<b>/10</b>
The paper starts with a strong introduction and ends with a strong conclusion and provides the required information in understandable and clear format.					
<b>Writing Quality &amp; Format</b>	<b>0-6</b>	<b>7</b>	<b>8</b>	<b>9-10</b>	<b>/10</b>
Follows MLA guidelines and is free of errors in grammar and fact. The paper follows a logical format and offers a readable narrative.					
<b>Total Points (Sum of Criteria)</b>					