

COURSE TITLE	Intro to Desktop Applications & Blogging
INSTRUCTOR	Kelli M. Anderson sojournals@gmail.com
DEPARTMENT	Literary Media & Communication
MEETING TIMES	Mon 2:00pm-3:30pm Wed 3:30pm-5:00pm Fri 2:00pm- 5:00pm

COURSE DESCRIPTION

This course is intended as a first level media course required for all students in the Literary Media & Communications Department at Duke Ellington school of the Arts. Innovation continues to occur on the Internet at an extremely lively pace. Keeping up with the speed of innovation and maintaining a familiarity with the most recent tools and capabilities is handy in some professions and absolutely critical in others. This course is designed to help you understand and effectively use a variety of "web 2.0" technologies including blogs, RSS, wikis, social bookmarking tools, photo sharing tools, mapping tools, audio and video podcasts, and screencasts.

COURSE GOALS & OBJECTIVES

At the end of this course, students will:

- Demonstrate basic Internet usage.
- Demonstrate email skills.
- Know what a Blog is, why it's used and how Blogs can make money.
- Have chosen a Blog platform.
- Have chosen one or more Niches for their Blog, after evaluating a number of possibilities.
- How to use RSS Feeds and Aggregators to find content for their blogs.
- How to use a simple HTML editor to create well presented posts.
- How to Insert images into their blogs.
- How to advertise on their Blogs.
- How to Optimise their Blog for the Search Engines, so people searching on the Internet see the Blog.

REQUIRED MATERIALS

- Gmail email address
- Notebook
- Pens

Required Textbook

There is no required textbook for this class. All materials are available online.

GRADES & SCORING

Every course assignment will have a total amount of points possible to earn, of which the student will earn some percentage. It is possible to earn over 100% on some assignments, however, the course average can be no more than 100%. Receiving a final average lower than 59% is considered a "fail" for this course.

Grade Breakdown:

Tweets, Comments, Participation- 10%
Response questions- 10%
Blog posts- 20%
Projects- 20%
Quizzes - 20%
Exams - 20%

QUIZZES, TESTS & EXAMS

There will be one major exam per semester covering everything learned from the beginning of the course to that point in time. Exams are scheduled during the school wide exam period.

There will be tests on every unit of the syllabus. Tests will be pre-announced. All tests are worth a minimum of 100 points.

Quizzes may or may not be pre-announced. They will be small in the scope of material that they cover. All quizzes are worth 20 points.

PROJECTS & WRITING

Projects

There will be one project per section on the syllabus. Some projects will be done with class as a whole, others will be done individually. At the time the assignment is distributed, the size of the group applicable to the project will be announced.

Writing

In our class we will be writing in a few genres. Whatever the genre or platform, the writing in our class will clearly communicate analytical ideas. The goals of the writing assignments are twofold. First, they are to prompt critical thinking and writing regarding the course materials. Second, they are to be constructive and useful. You will not just be writing for me, the instructor. Rather, we will write for each other and for a public audience who may be interested in the role of religion in modern culture. To that end, there are three writing components of the course:

Reading Questions

These questions are a way for me to make sure you understand the readings and a chance for you to tell me what is confusing in the material or what I need to go back and spend more time on. At times, I may ask you to read or summarize your answer aloud in class or share them with a partner/small group.

Blog

The audience of our blog is not just our class but also a wider public audience. Students will write a **brief blog post (300-500 words)** about a current event, opinion piece, piece of media, or news story that somehow connects to youth audiences through personal experiences. Your blog post should not be a simple summary, but instead

it should offer your own opinion, critique, and analysis of your chosen topic within the scope of the blog as a whole. We will be promoting our blog as a project in public scholarship with hopes to attract youth readers within the literary arts.

Twitter (3 times per week, #TDB) (Part of participation grade)

We will use Twitter as a way to share thoughts on the reading, comments or questions in class, links to possible blog stories, and for general communication. **You are required to send out three course related tweets per week using the hashtag #TDB.** These three tweets must relate to content in the course. They could be comments that come to mind as you read, a question about the reading material, a comment or question during class discussion or lectures, a link to something you've found online that relates to themes we covered in class, or a response to someone else's tweet. Retweets without further comment do not count.

ATTENDANCE & TARDINESS POLICY

In order to pass the course, students are required to attend 70% of the classes throughout the school year. Only extreme (as deemed by the instructor) cases with documented proof will be exempt from this rule.

If a student arrives more than halfway into the class, they are considered absent for the entire period.

AREAS OF STUDY

1. Gmail Email
2. Google Docs
3. Bookmark Sharing
4. RSS
5. Google Reader
6. Blogging
7. Folksonomies and tagging
8. GIS/Maps? Satellite Devices
9. Micro Blogging(Twitter)
10. Photo Sharing
11. Video Sharing
12. Podcasting

LMC Code of Conduct Policy

In the Literary Media & Communications Department we believe in holding our students to a very high standard of conduct. It is our belief that an early understanding of how you are expected to carry yourself in the working world will instill a valuable set of tools; soft skills that will serve you well for years to come.

In light of this we have created a simple code of conduct and grievance procedure that will enable both faculty and students alike to maintain a professional learning environment.

We expect students, faculty and guests:

- To be respectful of one another, and to carry themselves with both intelligence and humility.

We expect students:

- To dress appropriately.
- To hand in completed assignments on time. Late and incomplete work is unacceptable.
- Absence and tardiness will not be tolerated.
- Disruptive behavior will not be tolerated.
- Poor participation will not be tolerated.
- To respect the individual classroom rules of all teachers, both arts and academics (For example, no food and drink around the computer equipment in the lab).

Students who fail to comply with the above will be subject to a penalty scoring system:

Five-Point Penalty System

There will be two soft warning before a student accumulates their first penalty point.

1pt: Mediation and possible detention.

2pts: Parent contacted.

3pts: Parent/Teacher conference with Chair.

4pts: Student placed on probation list, consultation with Father Payne.

5pts: Student is placed on Transfer list.

LMC Grievance Procedure

We believe that students are entitled to a voice and want to give them that space to air any concerns they might have. However we believe it's important that students express their grievances in the correct manner, to ensure that there is no conflict and that their complaints are both heard and handled appropriately.

We believe that this formal procedure will help create a healthy environment in which to learn, as well as eliminate any potential conflict and miscommunication.

Complaint with Member of Staff

If a student believes they have a concern or complaint with a member of staff, we ask that students not confront that person but rather, in the first instance, seek out another member of staff in the department. That member of staff will act as a mediator to resolve any dispute.

If they feel as if their grievance has not been resolved at that first stage, students have the recourse to then put their complaint into writing and discuss the issue with the department Chair.

We do believe we can resolve most disputes internally in a professional manner and will work hard to achieve this, however if students still feel as if the matter has not been tackled to their satisfaction, it is within their right to:

- Request a parent / teacher conference with Chair present
- Put their concerns into writing to the Dean of Arts / Dean of Students
- Put their concerns into writing to the Principal.

Complaint with Fellow Student

If a student believes they have a concern or complaint with a fellow student, again, we ask that you do not confront that student. You should seek out a member of staff who will in the first instance attempt to mediate on your behalf. If the complaint cannot be resolved at this stage, students have the right to follow the same steps they would take with a staff grievance