AU COMM 454 999
Social Media and You: Managing Your Digital Footprint
Summer 2015
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Social Media and You:
Managing Your Digital Footprint
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has daily deadlines. You are expected to login regularly during the course to participate fully. Please plan accordingly. The last day to withdraw with a full refund is July 8, 2015.

Instructor Contact
Instructor: Dr. Janine Lim
Email: janine@andrews.edu
Cell phone: (269) 845-0478. Texting is welcome.
Personal website: www.janinelim.com
Blog: http://blog.janinelim.com
Twitter: outonalim
Skype: outonalim
Zoom: https://andrews.zoom.us/my/outonalim

Other Assistance
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and cancellations | sderegister@andrews.edu | (269) 471-6323 |
| Bookstore | http://bookstore.mbsdirect.net/andrews.htm |
| Technical assistance with Moodle | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | http://andrews.edu/hdchat/chat.php |
| Exam requests | sdeexams@andrews.edu | (269) 471-6566 |
| Student Services Support & FAQ | www.andrews.edu/distance/students/ |

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
COMM Topics Course Description: Topics of current significance. Credit to be announced with topic in advance.

Course Description: Study best practices, ethical issues and critique a variety of viewpoints on the use of social media. Explore and evaluate your current digital footprint and update your personal and professional use of social media and online tools appropriately. Build a personal learning network to extend your network beyond your university experience. Choose to focus on your field and create a professional online presence to accompany your resume; or focus on sharing your faith online; building a social media presence for your hobby; or building the social media presence for your organization.
Course Learning Outcomes
Successful students will:
1. Examine your digital footprint and modify online practices reflectively.
2. Create a professional online presence for yourself, your faith, your hobby or your organization.
3. Critique a variety of viewpoints on using social media and digital tools.
4. Participate professionally in digital collaboration methods such as curation, blogging, and commenting.

Required Text/Material
Required Textbook: No textbook is required.

LearningHub: Online resources, articles, TED Talks, and other videos will be shared in the course space in LearningHub: https://learninghub.andrews.edu/course/view.php?id=9655

Recommended Reading:


Credit Hour and Commitment
This course is offered for 1 undergraduate semester credit; therefore, it is expected that you will spend about 11 hours a week or about 2 hours per weekday during the 4 week duration of this intensive class. The course includes 5 Learning Activities; 10 Blog Posts (or other Social Media choices); Small Online Portfolio; and Final Assessment of Digital Presence. A suggested weekly schedule to divide your time is as follows. A full detailed schedule is also included in this syllabus.

- Monday: Review Lesson
- Tuesday: Complete Learning Activity
- Wednesday: Write Blog Post
- Thursday: Review Lesson
- Friday: Write Blog Post
- Weekend: Catch Up

Part 2: Course Methods and Delivery
Methods of Instruction
This course consists of lesson readings and reflection, guest lectures, hands-on activities, and application assignments.
Regular participation in the course is essential to good performance.

**Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email your instructor.

**Part 3: Course Requirements**

**Important Note:** This online class is **not** self-paced. You can arrange your schedule somewhat flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums and completing assignments due 2 to 3 times a week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

1. Participate in learning activities.
2. Create a blog to centralize your digital presence.
3. Create a minimum of 10 blog posts.
4. Create a first draft of your visual online brand or polish and expand your current online brand.
5. Create an online portfolio with at least three artifacts, including explanation.

**Assessment Descriptions**

**Learning Activities and Discussion:** **10%**
Full and active participation in learning activities and online discussion will result in full credit.

**Digital Presence and Visual Online Brand:** **20%**
By the end of class, you will have created or polished and expanded your current online brand. Your professional presence will be evaluated on the following points:

- Your domain name and professional social media handles created consistently.
- A visual connection between your domain, social media sites, and your other online footprints.
- Appropriate professional results in your Google search.
- Any inappropriate content scrubbed from the Internet.
- A professional WordPress site (or equivalent) started; content included; and links to your other social media sites.
- RSS feeds set up as appropriate between your social media sites.
• At least two examples of professional social media participation: curation, commenting, wiki editing, photo tagging, etc.

Prepare for this evaluation by creating a Word file or web page with links to evidence for each item listed.

**Blog Posts: 35%**
A minimum of 10 blog posts making professional contributions to your field (40 points each).

**Required mechanics:**
• At least one link/source to an appropriate outside source.
• An appropriate illustrating image, complete with appropriate image credit and link.
• No more than 700 words.

**Instructions for citations and links:**
It’s best practice to connect your work to others’ work. Match the citation method to the type of work:
• For an academic publication (book, journal article, etc), use MLA or APA format (or the format used in your field).
  o i.e. within the text: Lim (2015) says that you should...
  o and a citation at the end of your blog post (I prefer the font smaller)
• For a web article, then it should be a link.
  o i.e. In [Janine’s blog post on the use of email](#), she said....
  o Make the link open in a new window so that you aren’t sending traffic away from your blog (that’s an option when you link). That will make it easier for the person to return to your work.

**Instructions for Images**
Practice using visual images in your blog posts. They break up the monotony of the text. They should be appropriate and illustrate the point of your post.
• If you are using your own work, then make sure your image has your mark / copyright / [creative commons license](#) on it.
  o Examples from Langwitches (Silvia Tolisano): [Example 1](#) without her witch hat mark; [Example 2](#) with her witch hat mark
• If you are using someone else’s work
  • Then LINK the image to the page where you got it
  • AND give an image source credit in the caption, or at the end of your post (preferably smaller font).
  • If they already have credit built into their image, then you don’t need to cite elsewhere. But still LINK it.

Read more about images:
• [How to Credit Your Website Images](#)
• [Bloggers Beware: You CAN be sued for using photos](#)
• [How Not to Steal People’s Work on the Web](#)
• **How to Cite Images and Media**

Sources for free or creative commons licensed images:

- MorgueFile
- Public Domain Pictures
- US Government Photos and Images
- The Ultimate Directory of Free Image Sources compiled by Edublogger
- Flickr Creative Commons

**Content evaluation:**

<table>
<thead>
<tr>
<th>Exceptional (40 pts)</th>
<th>Satisfactory (30 pts)</th>
<th>Underdeveloped (20 pts)</th>
<th>Limited (10 pts)</th>
<th>No Credit (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.</td>
<td>The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.</td>
<td>The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.</td>
<td>The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of engagement with the topic.</td>
<td>The blog post is missing or consists of one or two disconnected sentences.</td>
</tr>
</tbody>
</table>


**Online Portfolio: 35%**
Create an online portfolio with at least three artifacts, including explanation (100 pts).

**Required mechanics:**

- The online portfolio is included with your WordPress or central digital presence website and connected with your online visual brand
- At least three artifacts are showcased
- The artifacts show evidence of your professional skills
- Each artifact is accompanied with an explanation: background, any relevant details, what skills it shows evidence of
- Each artifact is accompanied by a reflection on the work

**Portfolio evaluation:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Artifacts</strong></td>
<td>All artifacts are clearly and directly related to the purpose of the portfolio.</td>
<td>Most artifacts and work samples are related to the purpose of the portfolio.</td>
<td>Some of the artifacts and work samples are related to the purpose of the portfolio.</td>
<td>The artifacts and work samples do not relate to the purpose of the portfolio.</td>
</tr>
<tr>
<td><strong>Description Text</strong></td>
<td>All artifacts are accompanied by a caption that clearly explains the importance of the item.</td>
<td>Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work.</td>
<td>Some of the artifacts are accompanied by a caption that clearly explains the importance of the item.</td>
<td>No artifacts are accompanied by captions.</td>
</tr>
<tr>
<td><strong>Reflective Commentary</strong></td>
<td>Reflections indicate ability to effectively analyze &amp; critique one’s own work. Reflections identify &amp; justify areas of growth or learning.</td>
<td>Reflections indicate ability to analyze one’s own work. Reflections identify areas of growth or learning.</td>
<td>Reflections attempt to consider work and to consider areas of learning or growth.</td>
<td>Reflections indicate a minimal ability to think about the work.</td>
</tr>
<tr>
<td><strong>Overall Appearance</strong></td>
<td>Portfolio is logically organized, appropriately labelled, visually appealing, well-balanced, artistic, and indicative of individuality</td>
<td>Portfolio is organized, labelled, visually appealing, balanced, shows individuality</td>
<td>Portfolio is organized and balanced but missing components and individuality</td>
<td>Portfolio is disorganized, missing labels, unclear, and missing individuality</td>
</tr>
<tr>
<td><strong>Required Mechanics</strong></td>
<td>All required components are included</td>
<td>Most required components are included</td>
<td>Some required components are included</td>
<td>Few required components are included</td>
</tr>
</tbody>
</table>
DRAFT Schedule:
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Assignments Due</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Mon: Lesson 1: Digital Dossier</td>
<td>Tues: Digital Footprint Inventory</td>
<td>#1</td>
</tr>
<tr>
<td>July 6-12</td>
<td>Thu: Lesson 2: Visual Branding &amp; Evaluating Sites</td>
<td>Wed: Set up Blog</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thu: Select Live Event</td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fri: Top 5 List Blog Post</td>
<td>#4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Mon: Lesson 3: Visual Design</td>
<td>Tues: Setting Up Visual Design</td>
<td>#2</td>
</tr>
<tr>
<td>July 13-19</td>
<td>Thu: Lesson 4: WordPress, Image Editing, Integrations, Online Portfolios</td>
<td>Wed: Blog or Choice</td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fri: Blog Post</td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Mon: Lesson 5: Participation Skills</td>
<td>Tues: Online Participation</td>
<td>#4</td>
</tr>
<tr>
<td>July 20-26</td>
<td>Thu: Lesson 6: Introduction to Curation</td>
<td>Wed: Blog or Choice</td>
<td>#4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fri: Blog Post</td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Mon: Lesson 7: Copyright and Creative Commons</td>
<td>Tues: Focus &amp; Multitasking</td>
<td>#3 &amp; 4</td>
</tr>
<tr>
<td>July 27–Aug 2</td>
<td>Thu: Lesson 8: Ethics</td>
<td>Wed: Blog or Choice</td>
<td>#3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fri: Blog Post</td>
<td>#2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sun: Portfolio &amp; Digital Presence</td>
<td>#1 &amp; 2</td>
</tr>
</tbody>
</table>

Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub.

Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Learning Activities and Discussion</td>
</tr>
<tr>
<td>20%</td>
<td>Digital Presence and Visual Online Brand</td>
</tr>
<tr>
<td>35%</td>
<td>Blog Posts</td>
</tr>
<tr>
<td>35%</td>
<td>Online Portfolio</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.
### Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

### Part 5: Course Policies

#### Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at [http://www.andrews.edu/distance/students/withdrawal.html](http://www.andrews.edu/distance/students/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](http://www.andrews.edu/weblmsc/moodle/public/incompletes.html).

#### Late Work
You are strongly urged to complete assignments throughout the week. Assignments for the previous week submitted after Sunday night at midnight will be docked 10%.

#### Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

#### Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/)
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to 269-471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.
Commit to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Commit to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “Commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.