1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

    Date Submitted: 4/22/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

        Name: Diane Robertson

        Email: diane.robertson@uky.edu

        Phone: 257-7002

      Responsible Faculty ID (if different from Contact)

        Name: Adam Banks

        Email: adam.banks3@uky.edu

        Phone: 257-6988

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 210

2c. Full Title: SOCIAL MEDIA: THEORY, CULTURE, POLITICS, PRACTICE

2d. Transcript Title: SOCIAL MEDIA: TH, CUL, POL, PRAC

2e. Cross-listing:

2f. Meeting Patterns

    LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

    If Yes: Maximum number of credit hours:

    If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The course examines how social media and the writing practices we employ influence notions of what it means to participate in community, society, and public discourse. Students will compose across different social media platforms and explore theoretical literature to examine the ways these tools are evolving.

2k. Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?: Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?: No

   Will it be of interest to a significant number of students outside the degree pgm?: Yes

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?: Yes

   If YES, name the proposed new program: BA/BS in Writing, Rhetoric, and Digital Studies

   b. Will this course be a new requirement for ANY program?: No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?: No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE_NEW WRD 210|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 210|20120308

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 210|20120925

e

| Courses | Request Tracking |

New Course Form

Generate F

Open in full window to print or save

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1584	WRD 210 Social Media Theory.docx

First   1   Last

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. General Information

  a. * Submitted by the College of: ARTS & SCIENCES   Today's Date: 4/22/2013

  b. * Department/Division: Arts and Sciences

  c.
    * Contact Person Name: Diane Robertson   Email: diane.robertson@uky.ed Phone: 257-7002
    * Responsible Faculty ID (if different from Contact) Adam Banks   Email: adam.banks3@uky.edu Phone: 257-6988

  d. * Requested Effective Date: ⦿ Semester following approval OR ○ Specific Term/Year [1]

  e.
    Should this course be a UK Core Course?   ○ Yes ⦿ No
    If YES, check the areas that apply:

      ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

      ☐ Inquiry - Humanities   ☐ Quantitative Foundations

      ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

      ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

      ☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

  a. * Will this course also be offered through Distance Learning?   ○ Yes [1] ⦿ No

  b. * Prefix and Number: WRD 210

  c. * Full Title: SOCIAL MEDIA: THEORY, CULTURE, POLITICS, PRACTICE

  d. Transcript Title (if full title is more than 40 characters): SOCIAL MEDIA: TH, CUL, POL, PRAC

  e. To be Cross-Listed [2] with (Prefix and Number):

  f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other		If Other, Please explain:				

  g. * Identify a grading system: ⦿ Letter (A, B, C, etc.) ○ Pass/Fail

  h. * Number of credits: 3

  i. * Is this course repeatable for additional credit?   ○ Yes ⦿ No
    If YES: Maximum number of credit hours:
    If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

The course examines how social media and the writing practices we employ influence notions of what it means to participate in community, society, and public discourse. Students will compose across different social media platforms and explore theoretical literature to examine the ways these tools are evolving.

k. Prerequisites, if any:

Prereq: Completion of Composition and Communication requirement or consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ○ Yes ◉ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ◉ Yes ○ No

If YES, explain:

This is a writing course open to anyone on campus who wants to examine social media and writing practices.

8. * Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found In Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ◉ Yes ○ No

If YES, name the proposed new program:

BA/BS in Writing, Rhetoric, and Digital Studies

b. * Will this course be a new requirement ⁵ for ANY program? ○ Yes ◉ No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received
[2] The chair of the cross-listing department must sign off on the Signature Routing Log
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

WRD 210
Social Media: Theory, Culture, Politics, Practice
Dr. Adam Banks

Time: TR 2:00-3:15 PM Whitehall Classroom Bldg 234
Office: 1339 POT
Office Hours: TR 9-10:30
Email: adam.banks3@uky.edu

Course Description:

The course examines how social media and the writing practices we employ influence notions of what it means to participate in community, society, and public discourse. Students will compose across different social media platforms and explore theoretical literature to examine the ways these tools are evolving. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Course Overview:

This is an era where we feel everything shifting and sense some of the patterns, but one where we're never entirely sure what's going on because the shifts are so sudden and so constant. First the internet seemed to change and challenge everything about culture and even individual identity, then the rise of social media as a major part of internet culture seemed to change all the rules yet again. We'll start to figure out what it all might mean in this class: we'll use and experiment with all kinds of social media (sometimes all at the same time), and we'll examine some of the theoretical literature to explore the ways these tools and larger systems are evolving—and forcing society to evolve with it.

The *central question* of the course is a deceptively simple one: how do social media and the writing/communication practices we employ when we use them influence our notions of what it means to participate in "community"?

We'll analyze tools, networks and their accompanying writing practices, of course, and even poke fun at some of them, but we'll also examine some basic readings in social media theory to begin to ask some of the "big" questions: what are information networks, anyway? Why do they matter? How does social capital influence the ways people use social media? How does collective organizing for activism or community building change? What are some of the costs of our use of and participation in social media tools and networks? What does intellectual property mean in an age where everything is shared? What should it mean? How do these tools influence political participation and policy? How does the idea of individual identity change in an environment where everything is archived and publicly available? How can intelligent uses of social media improve educational experiences?

And even more than the questions we'll ask and debate and play around in, we'll actually use the stuff—explore new networks, learn how to use new tools, and share our experiences with them.

Student Learning Outcomes:

By the end of the semester, students will be able to

- Assess theoretical literature to determine ways social media are evolving and forcing society to evolve
- Analyze networks and their accompanying writing practices
- Design across different social media platforms

Class Activities:

We'll meet both in traditional class settings and digital spaces discussing course texts online and F2F. Participants in the class will keep a course blog and compile an "intellectual mixtape" of readings, music, and videos that you research beyond the course readings. You will have the choice of genres for other small assignments like digital collages, Twitter (or other network) feeds, and other kinds of reflections on our class discussions. You will also have the option to contribute to a community project designed to improve digital literacy throughout Lexington. By the end of the course, you will gain practical experience with many different social media, and you will also "specialize" in some social media tool or network that you have never used before and "teach it" to the class. For the final project, we will all collaborate on a symposium on social media where you will facilitate discussions, present your "intellectual mixtapes" and short reflective and/or analytical papers. You will also have the chance to invite a guest speaker to "headline" the symposium.

Course Texts:

Kathryn Montgomery Generation Digital: Politics, Commerce, and Childhood in the Age of the Internet (Kindle edition 9.99)

Henry Jenkins. Confronting the Challenges of Participatory Culture: Media Education for the 21st Century (Kindle edition free)

Supplemental articles, videos, and sites to include TED Talks lectures, the now-classic "A Vision of Students Today," student selected videos, and readings by Howard Reingold, Manuel Castells, James Paul Gee, Lawrence Lessig, Elaine Richardson, and others.

Assignments and Evaluation:

Course Blog/Vlog	20%
In-class writing (includes essay, wiki, twitter, and other genres)	10%
Teaching Session	10%

Social Media Campaign or Community Literacy Project   20%
Intellectual Mixtape + short paper/video   30%
Class Symposium Participation   10%

Grading Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = E

Mid-term Grade:
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Course Schedule:
Note: Each week after week 2 will feature an individual or paired teaching presentation on a social media tool or space. We will generate that list and assign dates during week 1.

Week 1: Introduction; What do we mean by "social media"? A sketch of social media history; which media/tools/spaces matter?

Week 2: Readings—Montgomery chs. 1-4 (pp1-106). Assignments: 1st blog/vlog entry. Discussion topics: your digital autobiography; internet culture wars

Week 3: Readings—Montgomery chs. 5, 6 (pp. 107-178). Assignments: 2nd blog/vlog entry; choose social media tool for teaching presentation. Discussion topics: "shrink wrapped identities: analyzing "terms of use" agreements; data gathering and tracking; marketing machines or free spaces? Privacy, anonymity, publicness and hyperpublicness—how does identity change when everything is recorded and archived and available at a second's notice?

Week 4: Readings—Montgomery chs. 7, 8 (pp. 179-227). Assignments: 3rd blog entry. Discussion topics: politics, activism, community building; generational divides and links; futuristic visions—what's next? What makes blogs "good"?

Week 5: Readings—Watkins, The Young and the Digital (pdf's provided). Discussion topics: how do young people use social media? How do these uses compare or contrast with assumptions made about youth and technology use? Assignments: 4th blog/vlog entry.

Week 6: Readings—Manuel Castells "Why Networks Matter" ; Trebor Schulz "A History of the Social Web" danah boyd "Facebook Privacy Settings: Who Cares?" and "Friends, Friendsters, and Top 8: Writing Community Into Being on Social Network Sites." Assignments: 5th blog entry; describe social media use/behavior at UK. Discussion topics: What is "community" online? How do online social communities form? **Social**

media campaign/community literacy project assigned this week.

Week 7: Readings—Jenkins chs 1-4 (pp 1-34) plus articles from Gee, Richardson. Assignments: 6th blog/vlog entry. Discussion topics: Writing and literacy on the web and in social media. What do we mean by "new literacies"? How should writing instruction change in a networked culture?

Week 8: Readings—Jenkins chs. 5-7 (pp. 35-116). Assignments: 7th blog/vlog entry. Discussion topics: "new literacies" continued; Social media campaign/community literacy project brainstorming.

Week 9. Readings—Lessig, Remix (pdf's will be provided). Assignments: 8th blog/vlog entry. Discussion topics: who "owns" information? Who has the right to use it? Copyright, copyleft, Creative Commons. **Intellectual Mixtape assigned this week.**

Week 10: Readings—Jenkins, Convergence Culture (pdf's will be provided). Assignments: 9th blog/vlog entry. Discussion topics: What happens when social media and other media collide?; Transmedia storytelling and communication; how do you decide which social media tools you need and which ones you don't? How do you decide whether to "bundle" them and use them together or keep separate "identities" in different social media spaces?

Week 11: Readings—Habermas, Gwendolyn Pough, others TBA. Assignments: 10th blog/vlog entry. Discussion topics: Digital publics, counterpublics, and underground spaces. Introduction to public sphere theory. The "commons" vs. the "marketplace" in social media theory and practice.

Week 12: Readings—Everett, ed. (selections from) Learning Race and Ethnicity: Youth and Digital Media (pdf's provided). Discussion topics: group identity formation online; digital discourse; gaming; digital activism; Social media campaign/community literacy project planning.

Week 13: Social media campaign/community literacy project working groups

Week 14: Social media campaign/community literacy project report back

Week 15: Readings, TBA. Assignments: Intellectual Mixtapes Due; Class Symposium

Course Policies:

I expect you to attend every class, and more importantly, be prepared to participate actively in each class by having read/studied that day's materials in advance. I reserve the right to dock your final grade in the course one letter for every unexcused absence after the third. Tardiness of more than a couple of minutes on rare occasions is unacceptable, and I count each two excessive tardies as one absence. Excused absences

include those that are both major and documentable: usually this means something that requires a visit to the emergency room or serious illness or death of a family member. A cold or hangover, therefore, is not excusable. **Also, it is your responsibility to schedule events like doctor's appointments and extracurricular activities at times that do not conflict with your classes.**

Late papers or assignments are not acceptable. I will dock late papers one letter per day late, and will not accept papers more than two days late.

By all means, **BRING** your cell phones, iPads, and video games to class! We will definitely use them, and we'll also have times where we "unplug" for classroom interaction and activities.

I do allow visitors if you ever want to bring a friend to class, but please clear this with me in advance.

Finally, if you have any difficulty in the class, or any issue that you feel could hinder your performance, please come talk to me as soon as you know about it. I am willing to be flexible with most things, but only if I know what's going on. And of course, I will be more flexible in more situations with students I believe are actively involved, engaged, and prepared in class.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

Academic Integrity:

All writing submitted for this course is understood to be your original work. In cases where academic dishonesty is detected (the fraudulent submission of another's work, in whole, or in part, as your own), you may be subject to a failing grade for the project or the course, and in the worst case, to academic probation or expulsion. For a more detailed description of the guidelines for adhering to academic integrity at the University of Kentucky, go to:

Part II of Student Rights and Responsibilities (6.3.1; online at http://www.uky.edu/StudentAffairs/Code/part2.html)

The Writing Center

Writing Center. The Writing Center is located in W.T.Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone 257-1368). The staff can help you identify and correct problems with all aspects of your writing—including digital forms of composing. I will not require you to go to the Writing Center, but we recommend that all of you consider going if you feel stuck at any state of the writing process.

Accommodations Due to Disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.