eSociety 480: Digital Engagement

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COURSE DESCRIPTION:

This course is designed to be a culminating experience for the eSociety degree program, a course that engages students in practical activity as well as prepares learners for contemporary work. eSociety major and minor students as well as other undergraduates preparing for work relating to digital information or related fields can enroll in and will benefit from this course.

Students will be given opportunities to discuss, review and reflect on their learning in their undergraduate work relative to an eSociety and will be provided the mechanisms through which their coursework can be applied to `real-world' contexts (e.g., internships, interviews with leaders in their area of study, professional shadowing experiences, service learning projects, or community-based event planning). Ultimately, this course provides students the opportunity to learn about what it means to be prepared in an eSociety as well as reflect on their own skill sets and the professional preparation needed for career satisfaction and success.

This course aims to encourage students to pursue professional experiences directly related to their eSociety and related coursework. These opportunities allow students to develop their professional identities, identify their strengths and weaknesses, explore various career options, and strengthen their resumes. These engagements also allow students to synthesize the concepts and skills they have learned in their coursework and enhance their learning through hands-on applications. The course is structured around two main components: professionalization and two projects of your choosing.

How this course will be taught

This is an online course taught virtually using the Web. The course has a start date and an end date and the class as a whole will move through the course together, on a weekly basis. The primary means of introducing the material will be written "lectures." These are going to be posted once per week through the session, with comments happening through the discussion component of D2L, keeping the whole class moving forward through the material. These lectures will usually be posted on Monday mornings and students will have questions or activities that are completed in the forum for the week

D2l (desire to learn) will be used as the instructional and course management environment.

Students are expected to log on regularly (at least once every 2 days), to read and study the lectures and readings, to participate in the online discussions, to interact by email (and other means) with their fellow students, and to write (or otherwise answer) the assignments.

COURSE OBJECTIVES:

Upon completion of this course, students should be able to:

1. **Understand Relevance** Define the construct of an 'eSociety' and describe a multitude of ideas and theories (e.g., technical design, surveillance, big data analytics) relevant for living in an eSociety.

2. **Construct a professional narrative** Describe their skill set, in what professional contexts their skill set is needed, and why their coursework relevant to an eSociety provides them with essential foundational qualities that distinguish them for work in the contemporary workplace.
    a. Be prepared for employment interviews in the professions.
    b. Craft successful resumes and cover letters
    c. Understand the importance of organizational culture, and how to deploy leadership skills in a variety of professional contexts.

3. **Analyze the contemporary job market** Students will know how to target a particular kind of position, in the short- and long-term.
    a. Link job titles with responsibilities and skills
    b. Understand the components of successful networking

6. **Deploy communication skills** Students will have an opportunity to refine their communication skills in the classroom and in the community.
    a. Interpersonal or group communication
    b. Multicultural communication

7. **Enhance particular skill sets of interest** Students will understand areas they would like to improve and develop strategies for improvement.
    a. Recognize skills and competencies that need to/could be be improved.
    b. Develop strategies for asking for and recognizing resources for developing these skills.
    c. Adopting a proactive approach to career development.

Program Competencies

Program level competencies are analogous to the learning objectives in a course but apply to the whole major or minor program. This course develops the following program-level competencies for eSoc majors and minors:

> F1.1 Students will demonstrate understanding of the use of information and communication technologies and the implications of such use, for example: scientific and social uses of information, and social, cultural, and economic implications of digital life and culture.

F1.4 Students will demonstrate knowledge of career and further education options and opportunities open to them relative to their plan of study and will set goals and make plans beyond their expected graduation.

DAESOC2.2 Students will know when and how to communicate using a variety of digital and social media tools such as digital storytelling, social networks, and other means, creating programs and solutions in online digital environments that are effective, inclusive, and respectful of diverse people and groups.

REQUIRED COURSE MATERIALS:

There are no course materials to purchase. Readings and content will be available through D2L.

Lectures will be posted to our D2L course space, and will be either print, video, audio, or some combination thereof.

Additionally, as students work on their projects, I may be sending you readings and resources that you should be reading to a) guide you in your project and b) share some of that knowledge in the course discussions. I may prompt students in the discussions to address important points from these works.

COURSE REQUIREMENTS:

There are four components that go into your final grade:

Grade Item	Percentage of final grade
Participation (discussions, peer responses, interview, and other professionalization activities)	30
Professional Dossier	20
Project #1: Media Analysis	20
Project #2: Digital Media Mock up	30

Participation

Each week, (unless otherwise noted), will be devoted to the discussion of a particular topic or activity. Those will post on Mondays and initial discussion contributions will be required by Thursday, with comments and/or mini-quizzes due Sunday evening.

Roughly, here are the topics that we will discuss:

• Linking job titles with responsibilities and skills
• Resumes and Cover Letters
• Digital Presence
• Crafting your professional narrative
• Relevance: The ability to talk with colleagues and superiors about trends and news in social technologies (note: these will have topical tie-ins with the projects we'll be completing - more information on those follows).

For instance, you'll be asked to post your resume, for other students to help you refine, along with a LinkedIn profile.

Over the course of the semester I will be conducting **graded practice interviews** with each student. The sign up for interviews will be posted the week of Jan 23rd when we begin our discussion of elevator pitches and interviewing skills. Each successive week will also have interview slots and I will be holding the interviews (20-30 minutes each) through the end of the semester.

Professional Dossier

These individual professionalization activities culminate in the submission of a professional dossier: a professional narrative including career trajectory and skills (which can be used as a draft for cover letters), resume, a polished LinkedIn profile, and a video of your final, polished elevator pitch.

Engagement Projects

Twice throughout the semester, students will break out to complete projects.

The first project (20%) will ask you to select a media account or profile of your choice and do an *in-depth analysis* of their audience, content strategy and scheduling, provide an (to the best of your ability lacking detailed data) estimate of their engagement metrics and successes (or challenges), and forward-looking insights into what is working well and what the account or profile could do to improve engagement. This project must be submitted as a VoiceThread presentation and a detailed rubric will be provided in D2L.

The second project (30%) will build on the first and ask students to develop a proposal for a digital media creation of your choice. While students are not required to post their creations to

the web, they will be required to create graphics and content and provide a content calendar and/or communications plan outlining an engagement schedule.

Essentially, you'll be providing all the materials required to launch and pitch a media profile or account without necessarily having to share that online. This project will involve (1) a VoiceThread pitch and summary of the goals of the account, including benchmarks for measuring success and sample content and (2) a 2-3 week content calendar/communication plan with all posts and communications for the period and goals for measuring their success. A rubric and sample will be provided in D2L.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Names and pronouns

In an online environment, it's easy to default to the names that are provided to instructors/admin by the systems-that-be. I use the pronouns she/her. Many students prefer to go by different names and pronouns; let me know how you would like to be addressed and I will do so. Students who email me a brief introduction to themselves and a funny or silly gif/image of their choice within the first 7 days of the semester will receive 1% extra credit toward their final grade.

Academic Code of Integrity

Students are expected to abide by The University of Arizona [Code of Academic Integrity](). *'The guiding principle of academic integrity is that a student's submitted work must be the student's own.'* If you have any questions regarding what is acceptable practice under this Code, please ask the Instructor--ignorance is not an excuse when infringements occur. It is your responsibility to be aware of what constitutes plagiarism. Breaches of academic integrity will result in, at minimum, failure to receive any credit on the assignment, and likely failure for the entire course.

Accommodating Disabilities

The University has a [Disability Resource Center](). If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Confidentiality of Student Records

Information about the confidentiality of your student records is available here:
http://www.registrar.arizona.edu/ferpa/default.htm

Assignment Policies

Detailed assignment descriptions will be available in our D2L course space. *Assignments must be submitted .pdf files to the D2L dropbox*.

Late Assignments

Work must be completed on time. In a professional, engagement oriented class, it is important that we all are timely in our communications and assignments. If you are having difficulty balancing all your obligations, please send me an email to discuss your options.

Incompletes

The current Catalog reads

The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the Incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

I use a percentage system when assigning grades. At the end of the course, students who have earned 90% of points will have a final course grade of A; 80-89%, B; 70-79%, C; 60-69%, D. Below 60 percentage of points students will receive a failing grade.

Additional Resources for Students:
UA Non-discrimination and Anti-harassment policy
http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Student Assistance and Advocacy information is available at:
http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Office of Diversity
 (http://diversity.arizona.edu/)

Counseling and Psychological Services

http://www.health.arizona.edu/counseling-and-psych-services