



Syllabus

- I. Course Code: **HMCT4200**
 Course Title: **21st Century Communications: Communications in the Digital Age**
 Number of Credits: **3.0**

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II. **Course Description and Rationale**

This course will explore the essential elements needed for the acquisition of knowledge and competencies to promote 21st century communication. Students will learn about the need for collaboration, communication, and critical and creative thinking. The effective use of technology and media literacy will be investigated. This course prepares students by engaging them in thoughtful dialogue and activities which promote 21st century ideas and understanding of diverse, digital and global-learning needs.

Student Objectives:

- To understand 21st century learning tenants:
 - To develop critical thinking and problem solving
 - To collaborate across networks and lead by influence
 - To develop agility and adaptability
 - To develop initiative and entrepreneurialism
 - To use effective oral and written communication
 - To access and analyze information
 - To exercise curiosity and imagination
- To analyze elements associated with collaboration, communication, and critical and creative thinking;
- To enhance knowledge of effective communication strategies, including productive work group, participation, and digital learning;
- To learn about information literacy, media literacy and information, communication and technology literacy;
- To learn lessons that promote higher-level thinking skills; and
- To access 21st century tools, such as digital media and technology, to seek, manage, and evaluate information.

Benefits of This Class:

- The ability to act independently and solve problems on your own;
- Strong interpersonal written, oral, and social skills to collaborate with colleagues;

- Strong global literacy to understand people around the world;
- The ability to acquire the information you need to do the job; and
- The ability to learn new skills as companies change strategies to stay competitive.

21st Century Literacies:

The following is a list of the twenty-first century literacies we will assess in this course. Howard Rheingold (*Smart Mobs*, and many other visionary books, articles, blogs, and tweets on our interconnected age) has defined four “literacies”; here’s an extended list:

Attention: What are the new ways that we pay attention in a digital era? How do we need to change our concepts and practices of attention for a new era? How do we learn and *practice* new forms of attention in a digital age?

Participation: How do we encourage meaningful interaction and participation in a digital age? How can the Internet be useful on a cultural, social, or civic level? Does everyone participate? Who is left out, who is in? How can that change?

Collaboration: Collaboration can simply reconfirm consensus, acting more as peer pressure than a lever to truly original thinking. Alternately, we strive to cultivate the methodology of collaboration by difference to inspire meaningful ways of working together.

Network awareness: How can we both thrive as creative individuals and understand our contribution within a network of others? How do you gain a sense of what that extended network is and what it can do?

Global consciousness: How does the World Wide Web change our responsibilities in and to the world we live in? How does the World Wide Web really weave — who is or isn’t part of the fabric of digital communication?

Design: How is information conveyed differently, effectively, and beautifully in diverse digital forms? Aesthetics form a key part of digital communication. How do we understand and practice the elements of good design as part of our communication and interactive practices?

Narrative, Storytelling: How do narrative elements shape the information we wish to convey, helping it to have force in a world of competing information?

Procedural (Game) Literacy: What are the new tactics and strategies of interactive games, where the multimedia narrative forms changes because of our success or failure? How can we use game mechanics for learning and for motivation in our lives?

Critical consumption of information: Without a filter (editors, experts, and professionals), much information on the Internet can be inaccurate, deceptive, or inadequate. How do we learn to be critical? What are the standards of credibility?

Digital Divides, Digital Participation: What divisions still remain in digital culture? Who

is included and who excluded? How do basic aspects of economics and culture dictate not only who participates in the digital age but how they participate?

Ethics: What are the new moral imperatives of our interconnected age? What questions do we need to ask in an interconnected world about our ethical obligations and imperatives?

Assessment: What are the best, most fluid, most adaptive and helpful ways to measure progress and productivity, not as fixed goals, but as a part of a productive process that also requires innovation and creativity?

Preservation: What are the requirements for preserving the digital world we are creating? Paper lasts. Platforms change. On the other hands, some ephemeral aspects of digital communication are remarkably persistent. How do we value preservation and obsolescence?

Sustainability: What are the metrics for sustainability in a world where we live on more kilowatts than ever before? How do we protect the environment in a plugged-in era? What is the waste from the 'clean technologies' (they are not) that power the Internet? Where does it go?

Labor: New technologies often promise to "save labor." Do they? And whose? And how? Who produces the laptop or the mobile that makes our lives easier (and do they make life "easier")?

Affordance : Digital theory has adapted this important concept from the fields of perceptual and cognitive psychology and as a staple of human-computer interface (HCI) design. An affordance is the quality or condition of an object or environment that allows individuals to perform certain actions there. Affordances suggest or invite some possibilities, but also preclude others. What are the affordances of the digital age? What are the affordances of this versus that technology?

Authorship: What is an author in a remix age? What is collaborative authorship? What is mashup authorship? And what are the conditions of authorship when anyone can easily and anonymously self-publish but might not so easily reach a desired audience?

Intellectual Property: How does interactive, do-it-yourself open source remix potential change what constitutes intellectual property? What is copyright in the twenty-first century? How does Creative Commons licensing change or support ideas of intellectual property and ownership?

Mind/Body Dualism: The most basic dualism of Western culture is the split between the mind and the body. It is increasingly challenged by the range of biotechnologies the interface between human and computer. From nanoscience to neuroscience to Artificial Intelligence, formerly separate categories merge.

Learning, Unlearning, and Relearning: Alvin Toffler has said that, in the rapidly changing world of the twenty-first century, the most important skill anyone can have is the ability to stop in ones tracks, see what isn't working, and then find ways to unlearn old

patterns and relearn how to learn. How is this process especially important in our rapidly changing digital world?

III. Course Evidence:

Evidence Descriptions	Associated Standards
<ol style="list-style-type: none"> 1. Create a critical-thinking and creative-thinking project. 2. Create a project which incorporates effective communication and collaboration. 3. Create a project which takes a diverse population into consideration. 4. Define a personal philosophy of what 21st century communication involves and requires. 	<ol style="list-style-type: none"> 1. Critical Thinking, 6; CCT—Critical Thinking, 2-3, 5; CCT—Res Methods, 1; CCT—Writing, 1-3; PPD—Communication Skills 2. CCT—Res Methods, 1; CCT—Writing, 1-3; PPD—Communication Skills 3. CCT—Contemporary Issues, 1-6; CCT—Res Methods, 1; CCT—Writing, 1-3; PPD—Communication Skills 4. Readings..., 1-3; Critical Thinking, 2-3; CCT—Res Methods, 1, 3; Readings..., 1-6; CCT—Writing, 1; PPD—Communication Skills

IV. Course Standards

Critical and Creative Thinking Domain

Critical and creative thinking are significant skills required for any professional in the foodservice industry. Students will demonstrate their ability to think critically through their writing and group discussions. Using a disciplined process of thinking, students will take positions on issues affecting the industry while working with diverse groups of people. Students will be expected to empathize with the opinions and positions of others, recognizing that multiple opinions contribute to intellectual conversations and on-going debates. Reading, writing, research methods, analytic reasoning and problem solving, presentation, and language are some of the topics that are introduced within this class.

CCT Reading in Contemporary Issues:

The student explores multiple viewpoints on issues with relevance to the food service industry. The student reads from selected writings – including novels, nonfiction, case studies, industry journals and periodicals. The standard is met when the student:

1. Demonstrates an ability to read and analyze written work
2. Identifies key concepts and ideas, supporting arguments, and supporting evidence
3. Interprets implications and consequences
4. Makes connections between multiple works
5. Relates reading to relevant personal perspective and experiences

CCT Writing

The student writes to demonstrate his/her understanding of the components of good writing in a variety of styles. Through the active process of writing and revising, the student establishes his/her point of view in a disciplined and sophisticated manner. The standard is met when the student:

1. Demonstrates an ability to draft, revise and finalize written work at a professional level by clearly articulating main ideas, providing appropriate supporting information, following an organized structure, using the appropriate tone and maintaining correct sentence-level grammar.
2. Produces critical and creative writing including persuasive essays, reflective writing and descriptive writing
3. Produces thoughtful responses to weekly writing prompts.

CCT Research Methods

The student uses a variety of research methods to investigate topics and to extract pertinent information to support or dispute ideas. The student uses this information to support written work at a professional level. The standard is met when the student:

1. Engages in research process and demonstrates the ability to access and use information from a variety sources including books, magazines, newspapers, the internet and interviews while discerning the relative value or credibility of a source by identifying bias.
2. Synthesizes cited material into his/her own writing by using citations that are appropriate to his / her overlying argument, incorporating citations into the text with an appropriate introduction and discussion and using citations as determined by the MLA guidelines (see www.neci.edu/student-life/library/citing-sources – under ‘academic honesty and writing resources’ there are numerous MLA citation web sites for reference).

CCT Analytic Reasoning and Problem Solving

The student will be able to use observation, research, experience and creativity to develop a critical and careful response to a written work or an observed situation. The standard is met when the student, through his/her writing and discussions:

1. Demonstrates observational skills by reading or reviewing a primary source for context and/or interviewing a person for their perspective on an issue, topic, or situation.
2. Demonstrates critical reading skills by identifying key concepts in books, journals and other sources.
3. Uses observation, research, experience, and creativity to develop and present a critical and careful response to a stated issue.
4. Is introduced to using creativity combined with critical thinking to develop innovative responses to specific situations.

CCT Presentation

Through the preparation and delivery of professional presentations, the student gains knowledge of a specific topic while sharpening communication and oral communication skills. The standard is met when the student prepares and delivers professional presentations by:

1. Drafting and using outlines and notes.
2. Projecting a professional appearance and demeanor
3. Using supporting information and documenting findings of presentation topic
4. Presenting information in a clear and understandable manner.
5. Using visual aids when appropriate.
6. With some assistance, responds appropriately to questions, comments and criticisms.
7. Provides constructive feedback to fellow students if requested.

V. Course Rubrics

Rubric #1: Communication, Collaboration, Critical and Creative Thinking Rubric

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
Able to identify perspectives, values, and issues; detect bias; and read for implicit as well as explicit meaning		Has difficulty identifying perspectives, values, and issues; detecting biases, and reading for implicit as well as explicit meaning	Identifies some perspectives, values, and issues; Detects biases, and sometimes reads for implicit as well as explicit meaning	Identifies perspectives, values, and issues; detects biases, and reads for implicit as well as explicit meaning	Identifies and explains perspectives, values, and issues; biases, and reads for implicit as well as explicit meaning
Makes and explains logical connections between the current media pieces and other people, events or experiences		Has difficulty making connections to other people, events, or experiences beyond the current media pieces; explanations may be logical	Makes some logical connections to other people, events, or experiences; these are often at a surface level with limited explanation	Makes logical connections to other people, events, or experiences and offers reasonable explanations	Makes and explains logical connections to other people, events, or experiences; focuses on themes or big ideas; may include comparisons
Ability to detect negative biases and stereotypes in the media pieces and informational		Has difficulty detecting negative biases and stereotypes in the media pieces and informational materials	Occasionally detects some negative biases and stereotypes in the media pieces and informational materials	Detects negative biases and stereotypes in the media pieces and informational materials	Identifies and explains negative biases and stereotypes in the media pieces and informational materials

materials					
Identifies whose point of view is presented or reflected in media pieces, ask questions to identify missing or alternative points of view, where appropriate		Has difficulty Identifying whose point of view is presented or reflected in media pieces, does not ask questions to identify missing or alternative points of view where appropriate	Sometimes Identifies whose point of view is presented or reflected in media pieces, asks some questions to identify missing or alternative points of view where appropriate	Identifies whose point of view is presented or reflected in media pieces, asks some questions to identify missing or alternative points of view where appropriate	Identifies and explains whose point of view is presented or reflected in media pieces, understands alternative points of view

Rubric #2: Collaboration Rubric

(May also be used for self-assessment and peer feedback)

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
Focus on the Task and Participation		Rarely focuses on the task and what needs to be done. Lets others do the work. Sometimes chooses not to participate and does not complete assigned tasks.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task. Sometimes a satisfactory group member who does what is required	Focuses on the task and what needs to be done most of the time. Other group members can count on this person. A strong group member who tries hard!	Consistently stays focused on the task and what needs to be done. Very self-directed. A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.
Dependability and Shared Responsibility		Late for all or most group meetings, misses all deadlines for turning in work. Seldom or never follows through on assigned tasks. Depends on	Sometimes late for group meetings, frequently turns in work after the deadline. Does not follow through on most assigned tasks and sometimes depends on others to do the work.	Usually punctual for group meetings, turns in most work on time. Follows through on most assigned tasks.	Consistently punctual for group meetings, turns in all work on time. Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.

		others to do all of the work.			
Listening, Questioning and Discussing		Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes group from reaching consensus.	Has some difficulty respectfully listening and discussing, and tends to dominate discussions.	Respectfully listens, interacts, discusses and poses questions to others during discussions.	Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.
Research and Information Sharing		Rarely provides useful research or ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Usually provides useful research and ideas when participating in the group discussion.	Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.
Problem-Solving		Does not try to solve problems or help others solve problems.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Refines solutions suggested by others.	Actively looks for and suggests solutions to problems.
Group/Partner Teamwork		Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members. Is often negative and publicly critical of the task(s) or the work of other members of the group. Contributed little to the group effort during the project. Did not	Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together. Occasionally is publicly critical of the task(s) or the work of other members of the group. Finished individual task but did not assist group/partner during the project.	Usually makes necessary compromises to accomplish a common goal. Usually has a positive attitude about the task(s) and the work of others. Assisted group/partner in the finished project. Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share	Consistently makes necessary compromises to accomplish a common goal. Always has a positive attitude about the task(s) and the work of others. All team members contributed equally to the finished project. Performed all duties of assigned team role and contributed knowledge,

		perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.	Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	with the team. Completed most of the assigned work.	opinions, and skills to share with the team. Always did the assigned work.
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Rubric #3: Student Blog Rubric

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
Content and Creativity		<p>Postings show no evidence of insight, understanding or reflective thought about the topic.</p> <p>Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented.</p> <p>Postings do not stimulate dialogue and commentary and do not connect with the audience.</p>	<p>Postings provide minimal insight, understanding and reflective thought about the topic.</p> <p>Postings present a specific viewpoint but lack supporting examples or links to websites or documents, but not all links enhance the information presented.</p> <p>Postings are brief and unimaginative, and reflect minimal effort to connect with the audience.</p>	<p>Postings provide moderate insight, understanding and reflective thought about the topic.</p> <p>Postings present a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented.</p> <p>Postings are generally well written with some attempts made to stimulate dialogue and commentary.</p>	<p>Postings provide comprehensive insight, understanding, and reflective thought about the topic by building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research</p> <p>Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information</p>

					presented. Postings are creatively and fluently written to stimulate dialogue and commentary.
Voice		<p>Postings do not reflect an awareness of the audience and it is difficult to identify the author's voice.</p> <p>Postings do not reflect the author's personality and word choice does not bring the topic to life.</p>	<p>Postings are written in a style that does not fully consider the audience, and the author's voice is difficult to identify.</p> <p>Postings reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.</p>	<p>Postings are written in a style that is generally appropriate for the intended audience and an attempt is made to use a consistent voice. Postings reflect a bit of the author's personality through word choices that attempt to bring the topic to life.</p>	<p>Postings are written in a style that is appealing and appropriate for the intended audience and a consistent voice is evident throughout. Postings reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.</p>
Text Layout, Use of Graphics and Media		<p>Has difficulty detecting negative biases and stereotypes in the media pieces and informational materials</p>	<p>Occasionally detects some negative biases and stereotypes in the media pieces and informational materials</p>	<p>Detects negative biases and stereotypes in the media pieces and informational materials</p>	<p>Identifies and explains negative biases and stereotypes in the media pieces and informational materials</p>
Timeliness and Tags		<p>Does not update blog within the required time frame.</p> <p>Does not categorize and tag the topic appropriately.</p>	<p>Updates blog when reminded; posts are often missing a date stamp.</p> <p>The post is not categorized and tagged appropriately.</p>	<p>Updates blog when required; most posts are date-stamped with the most current posting listed at the top.</p> <p>Post is categorized and tagged.</p>	<p>Updates blog as often or more often than required; all posts are date-stamped and the most recent posts are placed at the top of the page.</p> <p>Post is categorized and topics are tagged appropriately.</p>
Citations		<p>No images, media or text created by</p>	<p>Some of the images, media or text</p>	<p>Most images, media or text created by</p>	<p>All images, media and text created by</p>

		others display appropriate copyright permissions and do not include accurate, properly formatted citations.	created by others does not display appropriate copyright permissions and does not include accurate, properly formatted citations.	others display appropriate copyright permissions and accurate, properly formatted citations.	others display appropriate copyright permissions and accurate citations.
Quality of Writing and Proofreading		Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling, or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.

Rubric #4: Personal & Professional Development Standards Rubric

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
APPEARANCE & GROOMING	Absences do not support an evaluation.	Neglects personal grooming; attire is not appropriate to classroom context.	Inconsistent personal grooming; attire is appropriate to class-room context.	Attire & grooming consistently observe the stipulations contained in the Student Handbook.	Personal grooming reflects high self-esteem; attire is consistently business casual.
LANGUAGE, ATTITUDE & DECORUM	Absences do not support an evaluation.	Acts out personal issues or disagreements; indulges in antisocial behavior as defined in Student Handbook; subjects peers & instructor to verbal abuse; is unapologetic after conferencing; sets negative	May act or speak inappropriately at times; offers an apology upon reflection; effort is made to modify behavior with occasional reminders	Aware of self within classroom environment; maintains composure; uses appropriate tone of courtesy.	Exhibits courtesy and discretion at all times; sets positive example.

		example; received demerit.			
ATTENDANCE	Absences result in demerit.	Unexcused absence rate of 20% or above; late for class more than once without a satisfactory explanation.	Attendance 80-90%; requests excused absences properly; requests & submits missed assignments in a timely manner.	Attendance is better than 90%; 100% punctuality; requests for excused absences are infrequent; requests & submits missed assignments in a timely manner.	100% attendance and punctuality; often arrives early. Requests excused absences properly; requests & submits missed assignments in a timely manner.
RESPONSIBILITY	Absences do not support an evaluation.	Resists taking responsibility for own learning; improvement not observable.	Relies on a grade to mark achievement; tends to shift responsibility for own learning onto other people or circumstances; improves over time as a result of conferencing.	Takes responsibility for own learning; self-evaluations are sincere and thorough; follows up on feedback from others; shows self-initiated improvement throughout the course. Arrives in class prepared with required materials for the day.	Proactive, self-motivated learner. Arrives in class prepared with required materials for the day
CLASS PARTICIPATION	Absences do not support an evaluation.	Arrives in class unprepared to participate in a productive manner; body language and/or attitude signal withdrawal from class activities.	Arrives prepared for class but maintains limited involvement in class activities & discussion; participates when prompted.	Arrives prepared for class; volunteers often, participates regularly in class activities & discussion; makes a positive contribution	Arrives prepared for class; volunteers often, participates readily in class activities & discussion; contributes actively to the learning process of the group through mature, far-ranging perspectives

TEAMWORK	Absences do not support an evaluation.	Personal preoccupations regularly take priority over group goals; does not view self as a “team player”; fosters negative learning environment through toxic behaviors.	Personal preoccupations occasionally take priority; passive, selective involvement; may contribute to negative learning environment.	Personal preoccupations rarely take priority; shows awareness of own role on the “team”; contributes positively to the learning environment.	Personal preoccupations are put aside completely; contributions boost “team spirit” and foster a dynamic, stimulating learning environment.
LEADERSHIP	Absences do not support an evaluation.	Participates in or contributes to toxic behavior; does not demonstrate awareness of leadership opportunities; may exercise leadership in a negative way by exploiting conflicts within group to further own agenda.	Aware of leadership opportunities but does not volunteer until asked; follower, not a leader. Passive, selective involvement; ignores inappropriate behavior of classmates; defers to stronger personalities; participates in clique behavior.	May march to own drummer but willingly accepts constructive leadership role when it is presented; contributes constructively to decision-making processes; includes others; shares information transparently; focuses on problem-solving rather than getting drawn into personal agendas.	May march to own drummer but often initiates constructive leadership role in group activities; reaches out to others; focuses on problem-solving rather than getting drawn into personal agendas; ensures performance of own group or project team; demonstrates maturity and balance.

VI. Rituals and Routines

- Arrive on time and ready to participate. Bring laptop, readings, notebook and pen or pencil, and all assigned material for that day.
- Attendance Policy. This course will observe the policy that is spelled out in the NECI Student Handbook. If you anticipate being absent in advance, fill out an Absence Request Form and follow the protocol in order to receive an **excused absence**. In case of emergency or if you wake up sick and can’t attend class, contact me **the same day** by email, at darryl.benjamin@neci.edu. In this case, I may issue an excused absence. Any work missed must be made up or it will result in an Incomplete, at my discretion. If you reach a 20% absence rate—excused or not— at any time during the course, no further absences will be excused, and any further absences will result in an Incomplete. (Exception: an extreme, unavoidable emergency, in which case you must present documentation that explains your absence satisfactorily.)

- Assignments not turned in on time must be turned in within 5 calendar days to receive credit. You must make a written request for an extension on the original date due. Normally, one extension is available for the term.
- Avoid creating distractions in class. Class time is for everyone's benefit! Please turn off pagers and cell phones and put them away before class begins. Special permission may be granted with advance notice of an anticipated emergency situation that may result in your being called during class time.
- Observe the NECI guidelines for grooming and attire.
- Assignments. **Do all assignments in full as assigned and turn them in when they are due.** Assignments that do not observe guidelines for presentation, and assignments submitted after the due date without a request for extension, will be docked as follows: A level work will be given a grade of A-, B work will be scored B-, etc.
- Academic honesty. Your achievement must be your own. Cheating and "borrowing" the work of another writer without explicit permission and/or without attribution, intentionally or unintentionally, is plagiarism. This includes direct quotations as well as extensive or too-close paraphrasing. Papers written for other courses, whether at NECI or elsewhere, may **not** be used for the current assignment.

General Writing Guidelines (For All Assignments)

- Use MLA style. Double space your essays—including all quotes and the Works Cited page (if the assignment instructions require one). Consult the Required Texts section of this syllabus for full bibliographic citations for the course texts.
- Automatic MLA Style Generator available at www.easybib.com/.
- Make sure you give your reader the work and the author you are discussing as soon as you begin to write. Most essays name the work and the author in the first sentence.
- When blending quotes into your writing, always introduce the source fully the first time you refer to it and enclose in quotation marks any material that is borrowed word-for-word (refer to the author by his or her last name after the initial introduction). Conclude the quote with the appropriate page number, followed by a period.

VII. Assignments and Course Schedule

1. Readings, screenings, viewings, field trips: attendance, reading in advance of class, and engaged participation required;
2. Students will sign on to the relevant **Google docs**; will be registered to our class **WordPress class blogging site** where assignments will be hosted and visible to the entire class but not the general public; and will sign up to a public **Wiki**. **Twitter** will sign up and send their first Tweet; they will join the **class Facebook group** (*NB: Darryl Benjamin is not allowed to friend any students during the semester; please don't ask.*)
3. Weekly blogs (approximately 500 words or, for multimedia projects, of the length specified by the peer leader for that week). These must be submitted prior to class time. These will be posted on a class-only private blog, in response to all class presentations, including comments on one another's blogs.

4. A collaborative class presentation. The topics will be either open literacy (on the list) or assigned and synchronized with a special visitor or event. Students will be responsible for planning, reading, and writing/multimedia assignments to the other students, offering constructive feedback to each student on their assignment and evaluating the work of the other students. The final part of this assignment is a self-assessment (private) of one's own contribution to the collaboration and lessons learned from the collaboration.
5. Significant contribution to public knowledge; individual or joint authorship is permissible.
6. A second significant contribution to public knowledge in a different format or using a different tool; individual or joint authorship is permissible.
7. A contribution to a collaborative wiki-based project, with a posting of the final collaborative essay plus a social media campaign (Twitter, Facebook, and list serves) to encourage readership.
8. A final three-minute collaborative multimedia project focusing on one literacy. The rough drafts will be previewed during the last week of class, will receive feedback from the class, and then final versions will be posted on YouTube.

ASSESSMENT: Grades will be crowd-sourced (<http://hastac.org/blogs/cathy-davidson/how-crowdsourcing-grading>) as well as instructor-input according to rubrics.

Peer-to-Peer Learning: This is a class about interactive, collaborative communication — about learning how we learn, how we communicate, how we contribute, and how we take responsibility for what and how we offer to digital age. We take lessons from open- web development and peer-to-peer online learning and then translate those into a traditional educational environment. The rigorous forms of responsibility, interaction, critique, responsiveness, and merit that open-source web developers use to co-create open-source tools like, for example, Mozilla's Firefox browser or the World Wide Web, teach one another is our inspiration for this course. *Your peers are your toughest and best teachers.* As in the real world of work in your future, you will depend upon the standards, fairness, eloquence, skills, creativity, imagination, and cooperation of your peers — and you will contribute the same if the interactions in this class are to succeed.

NOTE: Specific requirements for each project will be provided by the instructor.

VIII. Lesson Topics

- Class 1: Introduction to the Course and Syllabus
- Class 2: Paying Attention in the 21st Century
- Class 3: Participation
- Class 4: Collaboration
- Class 5: Network Awareness
- Class 6: Global Consciousness
- Class 7: Design
- Class 8: Narrative, Storytelling
- Class 9: Procedural (Game) Literacy
- Class 10: Critical Consumption of Information

Class 11: Digital Divides, Digital Participation
Class 12: Ethics
Class 13: Assessment
Class 14: Preservation
Class 15: Sustainability
Class 16: Labor
Class 17: Affordance
Class 18: Authorship
Class 19: Intellectual Property
Class 20: Mind/Body Dualism
Class 21: Learning, Unlearning and Relearning

Note: This list is subject to change. Any one lesson may over-arch to two or more days of class. Its purpose is to make us aware of how changing technologies affects values, sociologies, politics, relationships, conditions, environments, ecologies, and communities. These categories require serious, sustained critical thinking as well as creative action.

TEXTBOOKS:

Net Smart: How to Thrive Online [Hardcover]
Howard Rheingold (Author), Anthony Weeks (Illustrator)

REQUIRED:

- **Hardcover:** 272 pages
- **Publisher:** The MIT Press (March 16, 2012)
- **Language:** English
- **ISBN-10:** 0262017458
- **ISBN-13:** 978-0262017459

OPTIONAL:

Networked: The New Social Operating System [Hardcover]
Lee Rainie (Author), Barry Wellman (Author)

- **Hardcover:** 376 pages
- **Publisher:** The MIT Press (April 27, 2012)
- **Language:** English
- **ISBN-10:** 0262017199
- **ISBN-13:** 978-0262017190