

ENGL 204: Social Media and Its Discontents

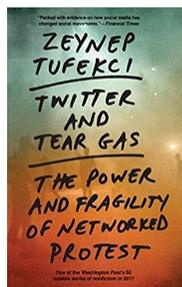
Summer 2019
Online

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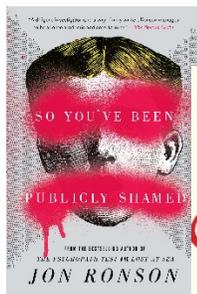
Course Description

In this course, we will look at how social media platforms affect human interactions. We will read texts that specifically look at how social media technology has helped to promote and stymie protest; how it has perpetuated shame culture online; and how it has technological biases built in to design. Your final project will consist of a long research study in which you trace these themes across social media sites.

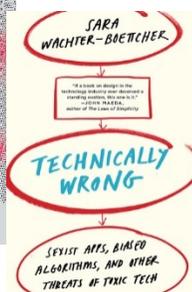
Texts



Twitter and Tear Gas: The Power and Fragility of Networked Protest. Zeynep Tufekci. Yale. 2017.



So You've Been Publicly Shamed. Jon Ronson. Riverhead Books. 2015.



Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech. Sara Wachter-Boettcher. Norton. 2017.

Additional readings located in Canvas>Files>Readings

Assignment Descriptions

For this course, you will need to post text responses and video responses on Slack. You will also need to submit certain other work on Canvas. Here is how this breaks down:

Slack	Canvas
<p>Reading Responses On the calendar, you will see when you are to post on Slack. These responses are meant to be quick and include page numbers. You can respond to someone's post or make your own comment, though this is meant to simulate the classroom, so try to keep the conversation going. <i>Each text has its own channel on Slack</i></p> <p>Video Posts These are like the Responses above except that these are short videos with your responses. It helps to verbally explain what you are thinking sometimes. You are required to post one on the date range listed on the calendar. Post these in the same space you are posting Responses for the readings. <i>Post in the appropriate channel that your video is about.</i></p> <p>Intro Videos Similar to the Video posts, these posts are just a quick introduction to who you are and why you are taking this course. Please complete these before Monday 7/15. <i>Post in #intros channel</i></p> <p>Final Project Presentation Videos As part of your final project, you should create a PowerPoint or Prezi and make a 15-minute video presentation using https://screencast-o-matic.com/home in which you discuss what you are interested in finding with your study, what you have found, how you interpret it, and what future directions you could go with what you have found. <i>Post in #finalprojectvideos</i></p>	<p>All of the following can be found under the Assignments section.</p> <p>Grading Contract See section below for details. See Canvas for the assignment. Must be turned in by Tuesday 7/16.</p> <p>Project Proposal See Canvas for instructions. See calendar for due date.</p> <p>Grade Contract Update Toward the end of the semester, you will submit an update in which you discuss what grade you have achieved based on the work listed in the grading contract. It is up to you to provide evidence that all work has been met.</p> <p>Project Draft See Canvas for instructions. See calendar for due date.</p> <p>Project Final Draft After you receive feedback from me, you are to revise your project. See calendar for due date.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Important: Even though these assignments will not be graded with a letter grade, you should still check Canvas to see what feedback I have for you regarding your performance on these assignments.</p> </div>

Remember to practice respect in your posts. Some of the topics that we will cover this semester may be triggering, so we need to be responsible in what we say and how we say it.

Contract Grading

Your final score will be determined by contract grading

During the first two days you must read through the grade contract and respond with what level of work you think you can produce for the class this semester. Be realistic. It's better to set attainable goals now than to be disappointed later. That said, you can choose to do more or less as the semester progresses, but these will be interpreted as choices.

B-level work

A "B" is the default in this class, which you can earn by doing the bare minimum:

- Post at least one Response every class day (when we are reading the texts that we have assigned –see the calendar) on our Slack channels with relevant responses to the readings and to the posts that others have made.
- Posting one response video on your video response date (see calendar) on Slack
- Meet due dates and writing criteria for all major assignments (see assignment descriptions)
- Your new thoroughly revised draft with "track changes" on (note that simple edits won't count) taking into account my feedback.
- Copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English.
- Follow APA conventions.
- Meet the guidelines for the Final Project video presentation.

A-level work

You can set yourself up for an A if you, additionally,

- Respond thoroughly and consistently multiple times during our Reading Response days on Slack (see calendar). However, these should be relevant posts, not just posts to get you to an A.
- Post more than one video response on Slack.
- It is expected that if you are in ENGL 204, that you have experience with Peer Feedback from previous English courses. As a result, you can make plans ahead of time to revise your final paper with peer feedback **from someone in the class**, and submit the following **as a single document** on Canvas under the Assignments> Project Draft & Final Draft section of Canvas
 - 1) Your specific questions that you posed your peer reviewers
 - 2) A 1.5 page single space response from them regarding your draft (just basically what they think works and doesn't work and why along with suggestions they have for your draft).
 - 3) Your original draft
 - 4) Your new thoroughly revised draft with "track changes" on (note that simple edits won't count)
 - 5) A 1.5 page (single space) cover memo written by you, discussing what changes you made between your first and final draft and why you made those changes.

- 6) Remember that the quality still has to be high for the A, but having gone through these steps will help you get there.

I should note that I do not have any built-in time for this process in the semester. If you choose to pursue an A, you will need to proactively do this on your own schedule so that you can turn everything in on time.

All papers, documents, posts, and materials must still be turned in on time.

C-level work

- Post at least one Response per reading (when we are reading the texts that we have assigned – see the calendar) on our Slack channels with relevant responses to the readings and to the posts that others have made.
- Posting one response video on your video response date (see calendar) on Slack
- Meet due dates and writing criteria for all major assignments (see assignment descriptions)
- Make minor revisions on the final paper based on my feedback.
- Copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English.
- Submit a Final Project Video Presentation.

D and F-level work

You will not be allowed to contract for these grades. However, if you submit poor work or no work at all, then you can expect these marks with an explanation of why you are performing poorly. Remember that I do not accept late work.

Email and Emergencies

For summer term, I am trying something new. I am asking that instead of emailing me with questions, that you post them on Slack under the **#class-convos channel**. Typically, the questions I get are “what should I do in this eventuality” or “I am confused about X”.

That said, for specific questions about your performance that should not be shared with everyone, please do feel free to email me. We have a tight window, so I will try to get back to you quickly.

Late Work

My general policy is that I do not accept work. Given how quickly we have to move through this semester, we don't have time for late work. If we are already talking about our third book, and you respond to our first one, that doesn't really do much to further conversation. You can, however, bring up points from our other readings if they help further our current discussion.

Disability Statement

Accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policy Book under "Discipline: Rules of Conduct" will automatically result in failure for the work involved. But academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

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 Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:]

Consequences

a) Sanctions

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

b) Previous Incident

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policy Book. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing.

IN EITHER SITUATION, A OR B

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policy Book. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

COMMITTEE ON DISCIPLINE

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

Affirm the original decision and sanction.

Affirm the original decision and reduce or increase the original sanction.

Reverse the original decision.

Disallow the original decision and order a new hearing by the dean (or designee).

Please note that the instructor reserves the right to make adjustments to this document and the course as needed.