

# HON 206 WI (22385893) – Fall 2020

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## Our Digital Selves: Living and Learning in a Multimodal World

Without question, we live, work, and play in a multimodal world. The near-ubiquity of mobile devices as well as broadband connectivity means that university students are now blending multiple personal, academic, and profession identities. This first-year seminar will challenge

Honors students to critically examine what it means to lead a digital life and to rethink our understanding of what it means to be mindful, productive, and responsible users of technology.

Throughout the course, we will use writing-to-learn as a way to brainstorm, collaborate, and reflect as well as a way to demonstrate your ability to compose effective writing for a variety of audiences and purposes. We will use many digital tools to collaborate on shared projects (using Office 365 and GSuite), create a website (using WordPress or similar tools), develop annotated bibliographies (using Zotero), create digital video narratives (using iMovie or similar programs), and participate in virtual class sessions (using Zoom video conferencing). Students will engage in a variety of individual and collaborative projects, aligned with Honors principles and the idea that we should focus on learning, not only on grades. I do reserve the right to alter assignments, topics, and deadlines; that said, I will communicate any such changes clearly and early.

This course will be delivered fully online. There are two modalities for engaging with classmates for the 45 contact hours of our course, over the entire semester, in addition to regular homework.

- For approximately 2/3 of our time, synchronous (real time) activities will be taking place regularly on Wednesdays during a portion of the class time in which it had been originally scheduled (4:00 to 5:45 PM EST). If you must miss a class session, you can be absent one for any reason, without a requirement for make-up work. After a second absence, you will be asked to view a recording of the class session and write a brief reflection if you want to earn participation points.
- The additional 1/3 of our time will be in asynchronous (any time) learning of about 60 minutes each week. This will occur through a variety of modalities including discussions about course readings in Packback, peer response via Writable, and other tasks in virtual spaces that emulate what we might be doing in a similar, synchronous setting. This work will be described in class each week and must be completed before class the next week.
- Homework – including readings, viewing materials (web-based videos), and listening materials (podcasts), as well as time you would spend researching, writing and working on projects – will likely take an additional 2-3 hours per week.

This syllabus was designed by Dr. Troy Hicks <[troy.hicks@cmich.edu](mailto:troy.hicks@cmich.edu)> for Central Michigan. This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Images in this syllabus are used by permission from [Unsplash](https://unsplash.com/).



To begin the semester, we will use my Zoom room, though we may switch to CMU-sanctioned conferencing systems such as WebEx or Microsoft Teams, should they enable the breakout room function later this fall.

## Course Instructor

In 1997, I began my career as a middle school language arts teacher, after having worked as a writing center consultant in college. Since 2007, I have taught at CMU, first in the English department and now in Teacher Education and Professional Development. Having taught multiple Honors courses and worked with at least six advisees on their capstone projects, I appreciate the opportunity to teach and learn with you. I can be reached at [troy.hicks@cmich.edu](mailto:troy.hicks@cmich.edu) and will accept appointments for office hours via <https://hickstro.youcanbook.me/>. This appointment calendar is updated weekly (by Saturday night) for the upcoming week.



## Books and Additional Course Materials

- No course textbook purchase is required.
- Students will subscribe to [Packback](#) for \$25.
- Students will be given a subscription to [Writable](#) for free.
- Other reading, viewing, and listening materials such as academic manuscripts, current news articles, podcasts, and/or short videos will be shared each week, for response in the week ahead.

## Course Objectives

- UP IIIB Requirements – Studies of Social Structures. Students taking courses within this subgroup will be expected to:
  - Demonstrate a basic understanding of at least one major technique used in the analysis of social organization.
  - Describe the structure, functioning, and patterns of change involved in at least one major area of social organization.
  - Explain the process by which social and/or cultural forces shape some major aspect of social organization.
  - Apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.
- Writing Intensive Course Requirements. Students in University Program WI courses will be able to:
  - Use writing as a tool for learning course content.
  - Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
  - Select, analyze, and evaluate information/data from sources.
  - Draw valid conclusions from information.

# Course Assessment

While grades are an important part of any college experience, I firmly believe that they should not supersede inquiry, learning, and reflection. Additionally, when you are truly engaged in a learning process – one that respects creativity, flexibility, and persistence – our traditional methods of grading do not always measure these qualities of Honors students and their work. Still, we live in a world of grades, and something must be recorded at the end of the semester. I try to be as transparent and accommodating as I can in my grading policies, and here is what I have landed on over years of trial and error.

## Course Point Breakdown

There are 1000 points to be earned in HON 206. So long as you attend class (real time) regularly, participate in asynchronous (any time) activities, and turn in your work on time, you will find that you are going to earn at least a B for your timeliness and diligence. Then, as you move into more advanced stages of your projects, you will have opportunities to demonstrate your competence in writing as well as your critical and creative thinking. Many projects are “both/and” kinds of projects where you are both demonstrating your competence in writing and with other forms of media.

### **Weekly Class Participation in Real Time Sessions: 10 Points x 14 Weeks (+1 meet) 150 Points Total**

- Please make your best attempt to attend our class session each week from 4:00 to 5:45 PM EST.
- You may miss one class session without points being taken away from your final grade.
- Subsequent absences will require that you write a brief summary/reflection to earn points.
- You will earn 10 points for a 30-minute meeting with Dr. Hicks within the first three weeks of class.

### **Weekly Class Participation in Any Time Work: 10 Points x 15 Instances 150 Points Total**

- Weeks 1-14: participate in any time discussions (Packback), meeting with Dr. Hicks, and peer response (Writable)

### **Digital ID Project: Level I (25), Level II (50), and Level III (75) Work 150 Points Total**

- With this individual project, you will choose two intersecting identities that you bring to CMU – one “in real life” and one “online” and begin to think about how these identities overlap and diverge.

### **Info Lit Project: Level I (50), Level II (150), and Level III (200) Work 400 Points Total**

- With this individual project, you will assess your own understanding of information literacy and design a plan for finding and evaluating sources of information in the mass media, social media, and through scholarly sources.

### **Final Exam: Reflective Essay (100) and Presentation (50) 150 Points Total**

- You will create a final reflective essay about your experience in HON 206 (100 points)
- You will share a brief, “Ignite!” style presentation during our seminar session on Nov 18 (50 points)

Wk	Topic	Real Time / Any Time Participation	Assignment	Points
1-8	Topics Completed	Sessions Completed	Assignments Completed	Current Point Total = 370 As of October 11, 2020
9	Visualizing Information: Creating Infographics	Participate in Seminar Session (Wed, Oct 14)  Participate in Packback OR schedule an appointment with Dr. Hicks to discuss your project (b/w Oct 11-17)	No Additional Assignments Due	10 Points (Seminar Attendance)  10 Points (Packback or meet with Dr. Hicks)  <b>390 Cumulative Points</b>
10	<i>Wikipedia: A Reliable Source?</i>	Participate in Seminar Session (Wed, Oct 21)  Participate in Packback OR schedule an appointment with Dr. Hicks to discuss your project (b/w Oct 18-24)	Level II Work for Info Lit Project  Due on Wed, Oct 28 at Noon EST	10 Points (Seminar Attendance)  10 Points (Packback or meet with Dr. Hicks)  50 Points for Creative Brief  100 Points for Annotated Bibliography  <b>560 Cumulative Points</b>
11	Examining the Election	Participate in Seminar Session (Wed, Oct 28)  Participate in Writable (b/w Oct 25-31)	No Additional Assignments Due	10 Points (Seminar Attendance)  10 Points (Feedback in Writable)  <b>580 Cumulative Points</b>
12	Unpacking the Election	Participate in Seminar Session (Wed, Nov 4)  Participate in Packback (b/w Nov 1-7)	Level III Work for Info Lit Project  Due on Wed, Nov 11 at Noon EST	10 Points (Seminar Attendance)  10 Points (Packback)  100 Points for Research-Based Essay  100 Points for Digital Writing Project  <b>800 Cumulative Points</b>
13	Presenting Your Info Lit Project Work	Participate in Seminar Session (Wed, Nov 11)  Participate in Packback (b/w Nov 8-14)	No Additional Assignments Due	10 Points (Seminar Attendance)  10 Points (Packback)  <b>820 Cumulative Points</b>
14	Final Reflections/ Presentations	Participate in Seminar Session (Wed, Nov 18)	Essay due 12:00 noon on Wed, Nov 18  Share Final Presentation in Seminar on Nov 18	10 Points (Seminar Attendance)  100 Points (Reflective Essay)  70 Points (Presentation)  <b>Total Points Available in Course: 1000</b>
15 Finals	No real time class session on Wed 25 <sup>th</sup>	Due to Thanksgiving holiday	No Additional Assignments Due	Any remaining work must be completed by 12:00 PM (noon) on Wed 25th

## Deadlines

Assignments will be due on 11:59 AM (noon) EST of the due date (most often the Wednesday after the week it is originally assigned).

- Submit all work through Bb (for timestamp verification and assessment purposes).
- Please create an appropriate link from other online sites you are creating/maintaining such as a blog or digital portfolio, or from an Office 365 or Google document.

## Pass/Fail Assignments

- If they are turned in on time and are of sufficient length and quality, they will earn full credit.
- If they are turned in on time and are not of sufficient length and quality, they can be revised based on instructor feedback.

## Graded Assignments (via Rubric)

- If they are turned in on time, they can be revised and resubmitted if you are unsatisfied with your grade.
- If they are not turned in on time, they will be assessed, but they cannot be revised.

## Late Work

- In the case that you need an extension, please contact me before 8:00 AM EST on the day that the assignment is due, and I will work with you to determine a suitable deadline.
- Typically, late work of any kind must be completed within one week of the original deadline.
- Submissions for all work will need to be completed by 11:59 AM (noon) EST on Sunday, November 29, 2020.

## Grading Scale

Final Point Total / Final Letter Grade

- |                  |                  |                  |                    |
|------------------|------------------|------------------|--------------------|
| • 960 – 1000 / A | • 840 – 879 / B  | • 730 - 759 / C  | • 630 - 659 / D    |
| • 920 – 959 / A- | • 800 – 839 / B- | • 700 - 729 / C- | • 600 - 629 / D-   |
| • 880 – 919 / B+ | • 760 - 799 / C+ | • 660 - 699 / D+ | • 599 or below / E |

## Feedback

I will strive provide feedback on your assignment submissions within 72 hours (3 days) of the final submission deadline. If I require more time, I will alert you with the updated timeline.

# Additional CMU Info and Resources

## **Mission and Core Values of the Honors Program**

- CMU's Honors Program Mission and Core Values can be found [here](#).

## **Academic Integrity**

- CMU's policy on Academic Integrity can be found [here](#).

## **Code of Student Rights, Responsibilities and Disciplinary Procedures**

- CMU's Code of Student Rights, Responsibilities and Disciplinary Procedures can be found [here](#).

## **Library Research and Instruction Services**

- CMU's Library Services can be accessed via VPN, and information can be found [here](#).

## **Writing Center**

- CMU's Writing Center is available through [online access](#).

## **Student Disability Services**

- CMU's Office of Student Disability Services can be found [here](#).

## **Office of Civil Rights and Institutional Equity**

- CMU's Office of Civil Rights and Institutional Equity can be found [here](#).

## **Veterans' Resource Center**

- CMU's Veterans' Resource Center can be found [here](#).

## **Office of Native American Programs**

- CMU's Office of Native American Programs can be found [here](#).

## **CMU Cares**

- The CMU Cares program serves the CMU community with a focus on engaging in proactive and collaborative approaches to identify, assess, and support students, faculty, and staff. More information is available [here](#).

In closing, my hope is that your experience in HON 206 is unlike what you might have experienced this past spring in “emergency remote learning” or, perhaps, even in other online courses that you have taken. With a combination of “real time” (synchronous) and “any time” (asynchronous) learning, my intent is to provide you with the kind of intimate, seminar-like course that you would expect if we were all to be sitting in one classroom, on campus. From my experience with online learning, I feel that this is possible – perhaps even more so than if we were in a HyFlex class this fall – and I will strive to make your experience in HON 206 one that embodies the Honors vision, mission, and core values, especially of critical thought, scholarly inquiry, and creative expression. I look forward to learning with and from you.