ENGLISH 650.01•SU 2017
SOCIAL MEDIA WRITING

CLASS MEETINGS
Mon & Weds 5-8pm
LArts TBD
& Online

INSTRUCTOR
Dr. Katie DeLuca
kdeluca1@umassd.edu
Please allow 24 hours for an
email response.

OFFICE HOURS
Mon & Weds 4-5pm
& By Appointment
LArts 310 or Online
via Twitter

COURSE DESCRIPTION
In this course we will explore what is means to write with, for, and/or about social media in professional contexts. Recognizing social media’s ever-increasing presence in the professional world and its cultural significance, this class is an opportunity to engage with these sites of writing and rhetoric in new ways. We will merge theoretical discussions of social media with writing practice, learning how to characterize, use, and write with and for different social media platforms, from social-networking sites to crowdsourcing platforms. We will read a variety of texts from the fields of technical communication, professional writing, rhetoric, and computers and writing. With this foundation, we’ll explore the rhetorical applications of social media in different contexts and practice developing our own approaches to working with these platforms.

LEARNING GOALS
Through readings, class discussions, and assignments, you will accomplish the following:

- Familiarize yourself with a wide variety of social media platforms and genres
- Learn to write rhetorically effective compositions for audiences across social media platforms and genres
- Participate in relevant discussions about social media through research and writing

REQUIRED MATERIALS

- Readings and materials on myCourses
- Access to social media accounts—either personal or newly opened for the class
- Recommended—external storage device of some kind, i.e. Flash or Hard Drive or cloud account (iCloud, Box, Dropbox, etc.).
## OVERVIEW OF ASSIGNMENTS

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
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| Participation & Professionalism | • Active engagement on social media platform throughout course (we’ll choose platforms as a class). Use #ENL650.  
• Leading Class Discussion of Readings  
• Reading Responses  
• Other Social Media Writings & Compositions | 30% of overall grade |
| Social Media Snapshots    | • Mini-presentation and workshop on social media platform                    | 20% of overall grade    |
| Final Project             | • Project proposal  
• Final project (as designed by you in collaboration with instructor)  
• Studio Review Presentation | 50% of overall grade |

Descriptive assignment sheets for all assignments are posted to myCourses.

## ASSESSMENT

All major assignments will be evaluated using the following criteria:

A Exemplary. Shows excellent command of course concepts. Synthesizes sources to develop and support claims. Selects and organizes material, creating reader-based documents. Uses a style that is fluent and coherent. Demonstrates command over audience needs, genre conventions, and information design principles. Contains no mechanical or citation errors. Overall, demonstrates a combination of excellence, thoroughness, and attention to detail.

B Accomplished. Demonstrates understanding of course concepts. Shows judgment and tact in the selection of material for the intended audience and purpose. Supports claims and organizes material. Language and tone adapted to the audience. Has few mechanical errors. May be revised to address minor problems.

C Developing. Meets all basic requirements, but needs revision to strengthen the organization or style, to meet genre conventions, or to adjust the language and
tone for the intended audience. Mechanics need some attention, but do not detract from the writer’s purpose. Overall, needs revision to strengthen the writer’s position and to meet the audience’s needs.

D  Beginning. Responds to the assignment, but needs significant revision in one of the major areas (content, organization, style, or delivery) to cover essential points, to support generalizations, or to appropriately respond to the audience and purpose. Mechanical errors detract from the message, making it difficult for the reader to access the main points.

F  Unacceptable. Provides an inadequate response and does not meet one or more of the assignment’s basic requirements.

Incompletes. According to the university catalogue, an incomplete may be given only in exceptional circumstances. You must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed.

COURSE POLICIES

Attendance—Classes are conducted in a discussion and workshop format; therefore, regular attendance, preparation, and active participation are important. You may miss two (2) classes (for any reason, excused and unexcused) without penalty. Each additional unexcused absence will lower your course grade by 1/3 of a letter grade (from B to B-). Excused absences include documented illness, absence due to religious observance, and/or absence due to an emergency. Because our time in class is limited, promptness is also important. Two (2) late arrivals are counted as one unexcused absence; arriving to class 10 minutes late will cause you be marked as absent for the class period.

Academic Integrity (Academic Misconduct)—Plagiarism, according to the Council of Writing Program Administrators, “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” If you copy someone else’s work without acknowledging his or her ideas and try to pass those ideas off as your own (like downloading a paper someone else wrote or having someone else write your paper for you), you have committed plagiarism.

Plagiarism will not be tolerated in this course. Please familiarize yourself with the UMass Dartmouth Student Academic Integrity Policy (http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/). I will follow this policy in this course, and any cases of academic misconduct, including plagiarism, will be reported to the Office of Student Affairs.

If at any point you have questions or concerns about your work and whether or not you’re providing sufficient documentation of your resources, please ask me. I am happy to work with you on citations.
Access—As a course in which your participation is key, I am committed to creating an accessible classroom space that offers all students equal opportunities to engage with the course materials and assignments fully. If you have any concerns about your ability to access the course materials, assignments, and/or activities and would like to speak with me about accommodations, please do not hesitate to do so.

Student Work—Please complete and submit all assignments on time. Drafts for writing workshops must be brought to class. All final drafts will be submitted electronically according to the specified document and software format. Late work is only accepted with an approved excuse (e.g. medical/family emergency/religious holiday); the highest possible grade for any work submitted late is lowered by 1/3 of a letter grade for each day it is late (i.e. work submitted on time can receive up to an A+; work submitted a day late can receive up to an A; etc.).

Cell Phones—All phones must be put on silent before class. If you experience an emergency, be tactful. Excuse yourself and inform me of your situation. Occasionally, we may use cell phones in class as part for composing purposes. Beyond these instances, however, you will be asked to not use your phone, especially while receiving instruction.

Class Cancellation Policy—in the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Schedule Changes—If any changes are made to the course schedule, you will be notified via email, on the course site, and in class. I will provide updates to course documents as needed.

University Title IX Statement—The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, http://www.umassd.edu/counselling/, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, http://www.umassd.edu/sexualviolence/, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email.
These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared. For confidential counseling support and assistance, please go to http://www.umassd.edu/sexualviolence/

RESOURCES

Center for Access and Success Office—In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success Office. The necessary paperwork is obtained when you bring proper documentation to the Center.

Office Phone: 508.999.8711
Location: Pine Dale Hall, Room 7136
E-mail access_success@umassd.edu

Writing & Reading Center—The Writing and Reading Center provides writing assistance for all courses, ESL support and academic support for courses in the humanities and social sciences.

Location: Liberal Arts Building, Room 220A
(508)999-8710
http://www.umassd.edu/wrc
Hours: Mon-Thurs, 9am-7pm @LARTS
Fri, 9am-5pm @LARTS
Sun-Thurs, 7pm-10pm @Elmwood Hall

The Counseling Center—Your time in graduate school promises to be exciting and filled with many new experiences, but it can also be overwhelming. The Counseling Center provides a range of services to help students develop improved coping skills to address emotional, interpersonal and academic concerns. The Counseling Center provides individual, couples and group counseling, and psychiatric services. The Counseling Center offers primarily short-term counseling, and will help students initiate referrals to community-based services when students need specialized or longer term services.

Counseling services are provided by licensed psychologists, licensed mental health counselors, and advanced unlicensed doctoral or master’s-level trainees under the close supervision of our licensed staff. Visit their website for more information: http://www.umassd.edu/counseling/
# COURSE SCHEDULE

Note—schedule is subject to change as necessary. All readings posted to myCourses site.

## Week 1: Why Social Media?

### June 19 F2F
**Class Topics:**
- Syllabus & Course Overview
- Defining our Guiding Questions
- Social Media Selections
- Discussion Leading Introduction & Sign Up
- Social Media Snapshots Introduction & Sign Up

**Homework:**

### June 21 F2F
**Class Topics:**
- Defining Social Media
- Social Media Snapshots Presentation #1
- Discussion Leaders #1

**Homework:**
- Read Van Dijck. “Engineering Sociality in a Culture of Connectivity” and “Disassembling Platforms, Reassembling Sociality”
- Reading Response to Van Dijck, Jenkins, and/or boyd & Ellison

## Week 2: Why Social Media?

### June 26 F2F
**Class Topics:**
- Defining Social Media
- Social Media Snapshots Presentation #2
- Discussion Leaders #2

**Homework:**
- Reading Response to reports

### June 28 F2F
**Class Topics:**
- Identifying Audiences: Who is Social Media really for?
- Social Media Snapshots Presentation #3
- Discussion Leaders #3

**Homework:**
- Read boyd and Marwick. “The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics”
- Visit the Digital Archive of Literacy Narratives (http://daln.osu.edu) and search for narratives with “social media” as your search term. Watch/read/listen to 2 narratives.
- Reading Response to boyd or DALN narrative
- Ask young people in your life (students, family, whoever) what social media
### Week 3 Social Media Styles & Audiences

**July 3 Online**
**Class Topics:**
- Identifying Audiences: THE YOUTHS
- Social Media Snapshots Presentation #4
- Discussion Leaders #4

**Homework:**
- Read Dewey. “Are you one of the olds?” and Silver “Baby Boomers aren’t Tech Novices. They Just Want you to Think They are” and Stampler “All the Stats You Need to Know about your Mom on Facebook”

**July 5 Online**
**Class Topics:**
- Identifying Audiences: THE OLDS
- Social Media Snapshots Presentation #5
- Discussion Leaders #5

**Homework:**
- Read CDC “Guide to Writing for Social Media” and Potts. “Experience, Disaster, and the Social Web” and “Locating Data in the Aftermath of Hurricane Katrina”
- Reading Response to Potts

### Week 4 Writing [for/with/about] Social Media

**July 10 F2F**
**Class Topics:**
- Writing for and with Social Media—Social Media and Tech Comm/Professional Writing
- Social Media Snapshots Presentation #6
- Discussion Leaders #6
- Introduction to Class Choice Days
- Project Proposal Discussion

**Homework:**
- Read Kimme Hea “Social Media in Technical Communication” and Bowdon “Tweeting an Ethos” or Ferro and Zachry “Technical Communication Unbound”
- Reading Response to Kimme Hea and Bowdon or Ferro and Zachry
- Submit Final Project Proposal to myCourses by 11:59pm on Friday, July 14.

**July 12 TBD by Group**
**Class Topics:**
- Writing with Social Media—Social Media and Tech Comm/Professional Writing
- Class Choice Selections!
- Social Media Snapshots Presentation #7
- Discussion Leaders #7

**Homework:**
- Read any two articles from the special issue of *Kairos* “Because Facebook” (2 book reviews or interviews = 1 article)
- Reading Response to chosen articles

### Week 5 Writing [for/with/about] Social Media

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they use. Tweet your discoveries.
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<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Homework</th>
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<tbody>
<tr>
<td>July 17 F2F</td>
<td>• Writing about Social Media: Social Media and Rhetoric</td>
<td>• Read class choice readings</td>
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<td>• Social Media Snapshots Presentation #8</td>
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<td>• Discussion Leaders #8</td>
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<td>• Final Project Conferences</td>
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<tr>
<td>July 19 TBD by Group</td>
<td>• Class Choice Day!</td>
<td>• Read class choice readings</td>
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<td>• Final Project Studio Time</td>
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**Week 6 Writing [for/with/about] Social Media**

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<th>Homework</th>
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<tbody>
<tr>
<td>July 24 TBD by Group</td>
<td>• Class Choice Day!</td>
<td>• Read class choice readings</td>
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<td></td>
<td>• Final Project Studio Time</td>
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<tr>
<td>July 26 Online</td>
<td>• Final Project Studio Time</td>
<td>• Work on final project</td>
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**Week 7 Writing [for/with/about] Social Media**

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<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Homework</th>
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<tr>
<td>July 31 Online</td>
<td>• Final Project Studio Time</td>
<td>• Work on final project</td>
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<td>Aug 2 F2F</td>
<td>• Studio Review!</td>
<td>• Work on final project</td>
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<td>• Course Reflection &amp; Looking Forward</td>
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<td>• Evals (online)</td>
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**Finals**

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<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Aug 7 Final Exam Day</td>
<td>• Final Project due by 11:59pm to MyCourses</td>
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