

**DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING**

**AI 199 Electronic Language: I blog, You blog, We-blog
Winter '09**

1. General Information:

This is a hybrid course that will meet on Wednesdays from 6:30 p.m. until 9:30 p.m. on the following dates:

January 7 & 14, February 4 & 11, and March 4

BILL MULLER

School for New Learning

DePaul University

Naperville Campus

708.974.5329

E-MAIL: wmuller1@depaul.edu

2. Course Description and Faculty Biographical Sketch

Course Description

Blogs [derived from “Web log”] have recently appeared in a variety of public arenas from politics, to news networks, to entertainment, to business. Typically, blogs combine text, images, and links to outside sources on the web. Blogs have also become a popular means of communication among students ranging from elementary school to college. Blogs provide an interactive means of communicating information and sharing ideas.

In this class we will create individual student blogs using the “Blogger” website. Students will explore blogs and report on them to the rest of the class. In addition, students will gain facility with different facets of blogging over the course of the quarter. More specifically, students will be expected to create their own account, provide links to the other student blogs created for this course, post in their own blog at least 3 times a week, and view/comment on posts in other students’ blogs on a weekly basis.

Biographical Sketch

William Muller received his Doctor of Arts degree in English Language and Literature from the University of Michigan. He is an English Professor and Department Chair of Developmental Education at Moraine Valley Community College. His current research interests focus on the American short story and humor and its implications for teaching writing. Bill Muller is also a novice blogger.

3. Competencies:

A-1-X: To be written by the student in consultation with course faculty

This competence statement will focus on the use of the blog as an electronic medium to discuss and produce a creative process. To meet this competency, students must

1. Create a blog that acts as a personal diary of observations about the author’s daily life.
2. Identify and link to similar blogs on a weekly basis.
3. View and comment on fellow students’ blogs on a weekly basis.

4. Write a 5 page final summative essay in which they discuss the creative process of blogging.
5. Present a report on the findings at the end of the course.

A-2-X Can explore and apply the creative components of Blog software.

This competence statement focuses on the use of the blog as an element of mass media and the resulting impact on society. To meet this competency, students must

1. Create a blog for the purpose of exploring the impact of other blogs on society. Areas such as politics, news, entertainment, and sports may prove to be fertile areas of exploration.
2. View and comment on fellow students' blogs on a weekly basis.
3. Write a 5 page final summative essay in which they discuss the impact of blogs on society.
4. Present a report on the findings at the end of the course.

A-5 - Can define and analyze a creative process.

1. Create a blog for the purpose of solving a problem. The problem may be personal, work-related, community-based, or global in perspective.
2. View and comment on fellow students' blogs on a weekly basis.
3. Write a 5 page final summative essay in which they discuss the way in which they have attempted to solve a problem through the use of a blog.
4. Present a report on the findings at the end of the course.

F-X Can develop software-based presentations in the work environment.

To meet this competency, students must

1. Create a blog for the purpose of exploring a specific aspect of the human condition. Possible areas to explore might be sexism, racism, ageism, or any other area of student interest.
2. View and comment on fellow students' blogs on a weekly basis.
3. Write a 5 page final summative essay in which they discuss the way in which blog technology has affected some form of human endeavor.
4. Present a report on the findings at the end of the course.

4. Learning Experience:

Students entering this course should possess basic skills in the use of computers and the Internet. In addition, students should have stable access to an Internet connection so that they can create and use their blog on a daily basis.

Learning Strategies

This course will combine lecture, discussion, blog creation, and peer interaction on blogs throughout the course.

Attendance

Participation is a requirement of the course. Students must actively participate in blogging activities and comment on each other's blogs throughout the course. Attendance at the scheduled class meetings is essential. Students missing more than two classes throughout the quarter will have difficulty passing the course. Please see me about any situation that threatens your performance in this class.

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the

- PLS Program (for LD, AD/HD) at 773-325-4239 in SAC 220
OR
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290 Student Center 307.

5. Evidence Students Will Submit

1. Students will create and design their own blog site for the course.
2. Students will create and design their own wiki for the course
3. Students will create and design their own Facebook site for the course
4. Students will actively interact with the course content and with other students' blogs/wikis/Facebook sites throughout the course.
5. Students will submit a final summative report on the competency [-ies] they have chosen for the course.

Academic Integrity: As the instructor of this class, I will uphold the University's guidelines on academic integrity found in the Student Handbook. Students are expected to produce their own work in this class. Although students are encouraged to consult sources outside the class in the development of their blogs, they will be expected to give attribution to any words in their text that are not their own work. It is necessary to give credit to other writers who have influenced a learner's work. Using the words of others as if they were your own is called plagiarism—academic dishonesty—and will not be accepted in work submitted for this course. In general, you can assume that I will uphold the University's guidelines on academic integrity found in the Student Handbook.

6. Criteria for Assessment

Students will submit their blogs for evaluation to the instructor, their peers, and themselves. Students need to remember, however, that a blog is a public document that is available for viewing by the worldwide community. For that reason, students should be discriminating about not only what they write in their own blogs, but also what links to other sites they provide in their blogs.

My assessments and feedback on your work will embody the qualities of clarity, integrity, flexibility, and empathy.

7. Class Schedule [In the weeks when we do not meet as a class, students are expected to make weekly contributions through their blogs/wikis/Facebook sites and visit/post on the sites of their fellow students.]

Week 1

Interviews and introductions of class members

- Discussion of blogs and blog history
- Discuss student interests and possible blog topics
- Introduction to Blogger site for Blog creation
- See Blackboard for Internet Assignments

Week 2

- In-class lab work on the creation of student blogs.
- Introduction to “Blog of the Day”
- Create links to student blog sites
- See Blackboard for Internet Assignments

Week 5

- Presentation/discussion of student blogs and technical issues
- Discussion of wikis and their history
- Discussion of privacy issues
 - Employment-related
 - Criminal
 - School-related
- See Blackboard for Internet Assignments

Week 7

- Presentation/discussion of student blogs and technical issues
- Discussion of Facebook and My Space blog sites
- Dangers of blogs for young users
- See Blackboard for Internet Assignments
- Discussion of text messaging

Week 9

- Presentation/discussion of student blogs/wikis/Facebook accounts and technical issues
- Student presentations on their individual competencies.
- See Blackboard for Internet Assignments

Week 10

- **Papers due via email: attached file either .doc or .rtf format**