

BTW 490: Web Development and Social Media Management

Course Description: In this class, students will build a professional online web presence, study digital cultures, and familiarize themselves with social media management techniques and software designed for the 21st century environments. Many hands-on activities are planned for the class, including learning audio, visual, and video editing techniques as well as website development and design. Students are given class time to work in groups and have one-to-one assistance from the professor. Assignments include (a) building and maintaining a web presence of students' choosing, (b) development, advertising, and management of that web presence, a research paper, and (c) completing various in-class lab activities. **NO COMPUTER CODING SKILLS REQUIRED.**

Questions this course asks:

- What is the relationship between HTML and writing?
- How has writing become content?
- What is the relationship between internet writing, professional writing, and developing content for digital culture?
- What is the relationship between production, distribution, and circulation with respect to online writing?
- In what ways is culture and the identity of writers related to internet texts?
- How might print workplace and professional documents need to be updated in light of internet functions and affordances? What aspects of these documents need to be retained and why?

Course Objectives:

- To learn theoretical and practical frameworks for online writing and authorship (both skills and approaches, including basic knowledge about writing and reading HTML and CSS)
- To learn techniques for user design, interface design, graphic design, and search engine optimization
- To develop practical video and audio editing skills and identify strategies that professional online writers employ, including content moderation and management
- To understand the way writing functions in terms of circulation on the internet

Required Texts:

In order to defray your costs, I do not require you to purchase any books. I assign books that are free to you via UIUC's library. Links are frequently on Moodle. You must be on-campus or logged into the library to access these links.

Assignments:

- 1) Attendance (13%). I take attendance everyday. If you arrive after I take attendance, you are still marked absent.
- 2) Completing in-class lab activities (27%). See course schedule.
- 3) Esearch Mid-term (25%). See the end of this syllabus.
- 4) An ongoing web presence (35%). See the end of this syllabus.

Plagiarism/Academic Integrity (http://admin.illinois.edu/policy/code/article1_part4_1-401.html):

(1)Policy Statement. The University has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity.

(2)Expectations of Students. It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Students have been given notice of this Part by virtue of its publication. Regardless of whether a student has actually read this Part, a student is charged with knowledge of it. Ignorance is not a defense.

(3)Expectations of Instructors. It is the responsibility of each Instructor to establish and maintain an environment that supports academic integrity. An essential part of each Instructor's responsibility is the enforcement of existing standards of academic integrity. If Instructors do not discourage and act upon violations of which they become aware, respect for those standards is undermined. Instructors should provide their students with a clear statement of their expectations concerning academic integrity.

Students Requiring Accommodations:

If you have a disability that requires accommodation in order for you to be successful in this class, please let me know immediately. If you haven't already, you should contact the Division of Disability Resources and Educational Services (DRES) for accommodation support. Their website is <http://www.disability.illinois.edu/>

Please email me a picture of a dragon.

Grades:

97%+	A+
93%+	A
90-92.99%	A-
88-89.99%	B+
84-87.99%	B
80-83.99%	B-
78-79.99%	C+
74-77.99%	C
70-73.99%	C-
68-69.99%	D+
60-68	D
Below 60	F

Tentative Schedule

Wednesday 1/18/2017

- Course introductions
- Syllabus review

Unit 1: Screen-Casting, Video & Sound Editing

Friday 1/20/2017

- Storyboarding/planning
- Writing-to-communicate vs. Writing-to-think

Monday 1/23/2017

- Screen-casting/slide-casting techniques and software introductions
- Lab assignment (screen-cast of a “how-to” about a social media platform’s preferences of advanced settings)

Wednesday 1/25/2017

- Sound editing with tricks & tips
- In pairs, write out instructions on important preferences of a particular social media platform of your choosing (combine PowerPoint and screencast)

Friday 1/27/2017

- Time to work on slide-casts (revised & clean slide-cast due by 5 pm)

Unit 2: HTML & CSS

Monday 1/30/2017

- HTML introduction/lecture

Wednesday 2/1/2017

- HTML exercises (John leads)

Friday 2/3/2017

- HTML resume

Monday 2/6/2017

- CSS introduction/lecture

Wednesday 2/8/2017

- CSS exercises (John leads)

Friday 2/10/2017

- Using HTML resume, add a CSS declaration block

Monday 2/13/2017

- In-class HTML and CSS activities

Wednesday 2/15/2017

- In-class HTML and CSS activities

Friday 2/17/2017

- HTML and CSS **Comprehension** Quiz

Unit 3: Website Interfaces and Design

Monday 2/20/2017

- Chapters 1-2 in *The Principles of Beautiful Web Design*, 2nd Edition (free via UIUC's library)

Wednesday 2/22/2017

- Chapters 3-5 in *The Principles of Beautiful Web Design*, 2nd Edition (free via UIUC's library)

Friday 2/24/2017

- Principles of User Design (available on Moodle)
- Chapter 7 in User Centered Design (free via UIUC's library)

Homework: Install trial of Adobe User Experience

Monday 2/27/2017

- Adobe User Experience

Wednesday 3/1/2017

- Adobe User Experience

Friday 3/2/2017

- Adobe User Experience

Homework: read a user agreement that you have avoided. Take notes about its readability and any "hidden" concerns that companies might be hiding on purpose.

Unit 4: User Agreements, Internet Contracts

Monday 3/6/2017

- Introduction to grey literature and user agreements
- Demonstrate the corporate vs. user view of Facebook's terms of service (TOS)

Wednesday 3/8/2017

- In groups of 3, select a user agreement to rewrite

Friday 3/10/2017

- Work on user-agreement rewrites and create a "slide cast" of your "must-knows" for readers

Monday 3/13/2017

- Assignment mid-term
- Review library resources

Wednesday 3/15/2017
NO CLASS—John at Conference

Friday 3/17/2017
NO CLASS—John at Conference

Monday 3/20/2017 SPRING BREAK
Wednesday 3/22/2017 SPRING BREAK
Friday 3/24/2017 SPRING BREAK (**Mid-term due**)

Unit 5: Analytics, Virality, Algorithms

Monday 3/27/2017

- Lecture on Google analytics
- Hand-out on analytics in a professional workplace

Homework: install Google analytics on your website

Wednesday 3/29/2017

- Class discussion on virality versus popularity
- Defining each

Friday 3/31/2017

- Writing for algorithms (lecture)

Homework: read all links at <http://www.dwrl.utexas.edu/2016/11/29/revisualizing-data/>

Unit 6: Data Visualization

Monday 4/3/2017

- Read & discuss “Design as Problem Solving”
- Sample data sets if time

Wednesday 4/5/2017

- Storytelling with data
- Tableau introduction
- Election visualizations (examples)

Homework: try to visualize a data set (supplied on Moodle) in four forms (bar, pie, line, and one alternative)

Friday 4/7/2017

- Produce three honest attempts to reconfigure the data from your homework
- Discuss visualizations

Homework: watch <https://www.youtube.com/watch?v=5nwSjRA3kQA> and read http://www.dailycamera.com/books/ci_30604563/inventor-facebooks-like-button-part-time-boulder-resident

Unit 7: Social Media Management Techniques

Monday 4/10/2017

- The History of the “like” Button
- <https://www.youtube.com/watch?v=5nwSjRA3kQA>
- http://www.dailycamera.com/books/ci_30604563/inventor-facebooks-like-button-part-time-boulder-resident
- Discussion of qualitative affordances

Wednesday 4/12/2017

- Social media curation tips
- Install Hootsuite
- Connect 3 social media accounts through Hootsuite

Friday 4/14/2017

- Managing comment threads and forums
- Faciloscope application

Monday 4/17/2017

- Discuss chapter 4 (“The Internet and the Value Chains of the Media Industry”) in *Media and Convergence Management*.

Wednesday 4/19/2017

- Discuss chapter 4 (“The Internet and the Value Chains of the Media Industry”) in *Media and Convergence Management*.

Friday 4/21/2017

- Read 3 articles about trolling/comments (from link on Moodle)
- Class discussion about issues of online harassment, racism, and misogyny

Homework: read Google SEO Start Guide

Unit 8: Search Engine Optimization

Monday 4/24/2017

- Discuss Google SEO Start Guide
- Identify main values of Google’s SEO Start guide (SEOSG)

Wednesday 4/26/2017

- Discuss Google SEO Start Guide
- Identify main values of SEOSG
- Meta-descriptions, meta-tags, and keywords

Dr. John R. Gallagher
Office Hours: MWF 1-2; by appointment

Office: EB 261
johng@illinois.edu

Friday 4/28/2017

- Discuss Google SEO Start Guide
- Adjust URLs, titles, and paragraph structure
- Time to work on your websites

Monday 5/1/2017

- Continue optimizing websites using podcast episodes and SEOSG
- Write out a 500 word summary of how you might use the SEO start guide and SEO in general for a job

Wednesday 5/3/2017

- Breakfast & Evaluations
- Wrap-up website report (acts of composition)

Research Research Paper Assignment

Prelude

While most papers ask you to write about a topic, this paper will integrate traditional writing (alphabetic text) with images, audio, and video about a particular topic. Please refer to the audio/video editing software I supply over Moodle.

The Assignment

For your next assignment, you are to investigate a website, a mobile application, or an online business of your choosing. Please choose only one. I am asking you to develop an investigation into one of these sites that is driven by research questions. Research questions are analytical questions (i.e., how, why, and to what extent) that aim to be answered using your ideas, the ideas of others, and other information that is applicable, such as interviews, metrics, pictures, and other data. You determine what information is applicable and what is not. While you are not producing professional research, I am asking you to take on the role of an amateur researcher. In this regard, you should have sections of your paper that outline its structure—both to guide the reader and yourself. The structure is extremely important because it lets your readers know what you did and what you learned—in other words, it allows your readers to trust you. The paper structure should be as follows:

- I. An **introduction** (no more than a paragraph) to your topic, such as:
 - a. A statistic, or
 - b. An anecdote, or
 - c. The importance of the topic
- II. A brief **background section**
 - a. What has been said about your topic?
 - b. Why has (IIa) been said?
 - c. For this assignment, I am asking you to find **four** academic articles and synthesize them together (look for similarities, especially in regards to their ideas). Please do not use more than four articles as the emphasis for this assignment is on quality of synthesis, not quantity of sources
 - d. Cite all sources according to MLA or APA
- III. **Methodology** (1-3 paragraphs), or a statement of your questions and the way you decided to answer those questions. You should answer the following?
 - a. What did you do?
 - b. Why did you do it?
 - c. Why is your answer trustworthy?
 - d. What is the importance of answering your questions?
- IV. **Findings** (the largest section, at least 1 page single spaced not including figures)
 - a. What are your answers or responses to your questions?
 - b. This section is the most malleable
- V. Your **conclusion** (at least one paragraph)
 - a. Why are your findings important?
 - b. What are new questions that have arisen during the course of your research project?
 - c. What additional research needs to be done?
- VI. Any **endnotes**

- VII. A **works cited** (all of the works you cited in your paper)
- VIII. A **bibliography** (all of the works you consulted, not including the works cited)
- IX. Any **appendices**

On Illuminating the Structure

While this is a general structure, you should illuminate, expand, and adapt this structure, drawing on your own thoughts and source material. You should develop specific sections and sub-headings based on your topic, your questions, and your findings. "I" is acceptable, although it should be used to emphasize your interpretations of source material.

On Using Multiple Media

You are strongly encouraged to use screenshots, screen-captures, links, video, voiceovers, and whatever mediums you believe necessary to convey your research most effectively. These are crucial aspects of Web 2.0. You must include at least two screen-captures (1-2 minutes long), four images (with labels/captions), and an edited video.

On Tone

You may choose to think about this paper in two ways: (1) as an academic research paper or (2) a business report. If you choose the former, your findings would emphasize critical ways of thinking about your chosen topic and further research questions/ideas. If you choose the latter, your findings would emphasize economic benefits or strategies that other writers/businesses could use.

The paper is to be no more than 2500 words long. Your papers may be shorter. Due March 20th, 2015 via email (johng@illinois.edu)

Hours Estimated

I believe this project should take you about 12-15 hours to complete. I estimate that you should research for 3-5 hours, read for 5 hours, note-taking/writing/revising should take 3 hours over the course of multiple days, formatting/preparation the manuscript should take 1-2 hours. My estimates are based on uninterrupted and concentrated time use. If you genuinely believe you exceeded this time, please come talk with me.

Rubric (i.e., Training Wheels)

Section	<25%	50%	75%	Full
Introduction (2 pts)	You don't grab my attention and are off topic. Passively written list of unrelated facts or supported claims.	Passively written, mostly organized paragraph. You are on topic.	Actively written, organized effectively, funnels the reader from broad to topic-specific.	You grab my attention. Engaging, thought-provoking, and well-organized paragraph. Also includes requirements for 75% credit.
Background (5)	You do not use four sources.	You use four sources. Your synthesis of the sources is tenuous. Tells a story but does not highlight the need for your questions.	You use four sources and have synthesized them so that their themes and ideas are related to each other. Mostly tells a story about the need of your questions.	You use four sources and have synthesized them so that their themes and ideas are related to each other. You critique the weaknesses of the sources. Tells a story that highlights the need for your questions.
Methodology (3)	You do not clearly describe what you did.	You describe, in detail, what you did.	You describe, in detail, what you did and have a rationale for doing it.	You describe, in detail, what you did and have a rationale for why you did it. You do so in such a way that is exceptionally trustworthy (references to other research methods).
Findings (8)	You have not developed categories based on your findings. You have findings, but they are not articulated clearly.	You have developed analytical subcategories based on your findings. Your findings answer your research questions.	You have developed analytical subcategories based on your findings. Your findings answer your research questions.	Everything from (75%). You have a rationale for the order in which you share your findings.
Conclusion (3)	Does not summarize findings.	Summarizes findings. Asks additional research questions.	Summarizes findings. Explains why the findings are significant. Asks additional research questions. Posits future areas of research.	Summarizes findings. Explains why the findings are significant. Asks additional research questions. Posits future areas of research. Applies findings to a broader audience.
Works Cited (1)	Does not use a formatted system.	Uses a formatted system (MLA or APA) but is not consistent.	Uses a formatted system and has only a few errors.	A rigorously detailed works cited that uses a formatted system. Devoid of errors.
Use of Media (3)	Does not use media (visual, audio, video, etc).	Uses media. Figures have captions. Figures are not clearly related to subject material.	Uses media with an identifiable purpose. Figures have captions.	Uses media with an identifiable purpose. Integrates the media into the text effectively. Figures have captions.

*Up to 2 bonus points will be awarded for transitioning smoothly between sections.

Ongoing Web Presence (35%)

Purpose of this assignment: to encourage you to produce, distribute, circulate, and manage an online writing presence that is ongoing. By ongoing, I mean, repeated, fluid, and evolving. Unlike your typical classes wherein your writing stops, i.e., turn the writing in to a teacher or professor, this assignment is designed for you to write on a **consistent basis beyond the confines of a classroom**. It is also intended to encourage you to see writing as something more than words on a page: writing can be pictures, memes, coding, and design. Writing can be managing your content and contending with comments, reviews, trolls, and communities. In this light, you are being graded on your ability to articulate how you do these things rather than on a page length or word count. **This project constitutes your final exam.**

Expectation of time: I expect you to spend 3+ hours per week (for 13 weeks) on this assignment. Progress should be made *each* week.

Requirements (35% of your grade):

- 1) Three progress reports (3x3%) to me (John) over the course of the semester. The purpose of these reports is to inform me of your progress as your manager. There are no *particular* due dates but I expect the following:
 - a. A one-page (single spaced) report about your activities at the conclusion of each full month of class (February, March, and April) (3% each). I would like you to evaluate your website's performance and content on a monthly basis.
 - b. In the body of the email, you must put links to all acts of composition from that month.
- 2) A statement on either comment management or ways that you will try to create a community/readership (2%). Due before spring break. You should address the following activities:
 - a. If you start a personal site, you can explicitly write out a comment policy for your website, blog, YouTube channel, etc.
 - b. A reflection on the way you will explicitly or implicitly contend with your audience's feedback (or your perception of the way your actual or intended audience reads your online content)
 - c. A proposal to me about other ways you manage your online content in light of community or readership building, including days/time you will and how you will circulate content.
- 3) Thirty individual acts of composition (15%; .5% each). You must complete 10 in February, 10 in March, 10 in April. **If you miss the mark of 10 for each month, you cannot make them up.** An individual act counts as follows:
 - a. A video (of at least 5 minutes)
 - b. An audio file (of at least 5 minutes)
 - c. A 400+ word text
 - d. Advertising your text by dropping the link to 15 different locations (screenshots required)
 - e. a-d are open to negotiation dependent on the rhetorical situation
- 4) Peer review of another classmate's website (5%)
 - a. Five one-page SWOT reports about a classmate's website
 - b. A screen-cast evaluating the design and operability of the classmate's website

Dr. John R. Gallagher
Office Hours: MWF 1-2; by appointment

Office: EB 261
johng@illinois.edu

- c. Grade the classmate's overall content on a scale of 1-4, going by a quarter point system (1.25, 1.5, 1.75, 2, etc.)
- 5) The average of #4 from your five classmates (4%)