

COMM 489: Senior Seminar in Digital Media (S18)



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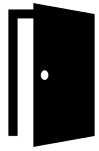
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[Slack Page: XU-DMSS-S18](#)

CONTACT How do you contact me?



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A note about my social media accounts: Both my Twitter and LinkedIn accounts are part of my professional identity. There I share my own research, news related to digital media, fandom, and rhetoric, and discuss and critique current events. My twitter account reflects my own identity as a scholar-teacher, which means that the views expressed there are my own—not Xavier University's. If you're interested in learning more about digital media beyond what we learn here in class, you are more than welcome to follow me on Twitter and on LinkedIn.

A note about what office hours are for: Office hours are a great opportunity to get specific questions answered, to talk about the concepts and readings, and to get help with projects/papers. However, bringing a project/paper to office hours does not mean I can "pre-grade" your project/paper. It would be far too time-consuming to do that for every student. Rather, think about office hours as a chance to talk through your project/paper. Tell me about what you think is really strong, what you're unsure about, and what you're struggling with. We can talk through these issues together, helping you identify revisions you might want to make before you turn in your final copy on the due date. I strongly urge students to take advantage of office hours for this purpose.

Contact me on Slack: Most of our contact during this semester will occur on Slack. Please message me and your groupmates there, rather than via email. If you have an issue that requires contact via email, keep in mind that I will try to respond to emails within 48 hours. But, like everyone, I get a lot of emails, and that means it can be easy to miss one. If I don't respond to you within 48 hours, feel free to send me a reminder email. =)

DESCRIPTION: What is this course all about?

As the capstone course for the Digital Media Major, you will plan and execute projects that utilize all of the skills and knowledge that you have acquired through the major. Ultimately, the projects you produce in this class should demonstrate what you're capable of doing with a degree in Digital Media, and as such, would serve as excellent pieces in your professional portfolio.

Course objectives/goals:

By the end of this course, you will be able to:

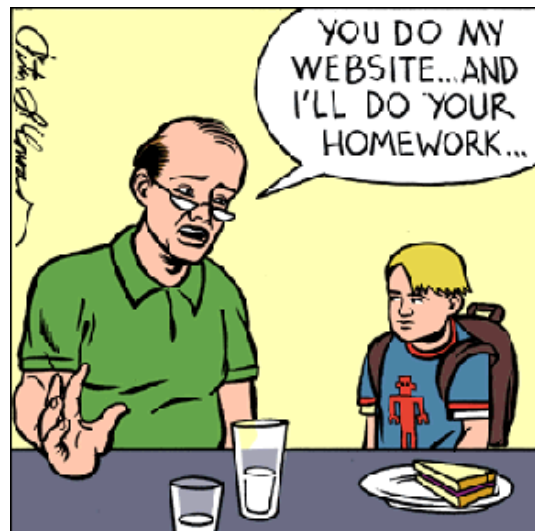
1. Conduct research about a particular issue, platform, and/or technology;
2. Analyze the context and situation, including information about circulation, audience, historical context, social context, etc.;
3. Make strategic rhetorical choices in the design of communication artifacts;
4. Create powerful and effective digital media artifacts.

DM: The Digital Media Major and Minor:

While the course objectives and course questions above help you understand what this course in particular is all about, the description below helps you understand what the Digital Media Major/Minor are all about (what it includes, what it doesn't include, its goals, and its justification). This course is part of the Digital Media Major/Minor and as such helps achieve the goals set out below.

Description of the Digital Media Major/Minor:

The digital native discourse shows up in newspapers, on television, at the dinner table, and in our schools. This discourse positions young people as digital media experts, asserting that because the Millennial generation (born between the 1980s and 2000s) grew up with digital technologies, they automatically know how to use technology. Employers expect Millennial job candidates to have the digital media skills that schools assume they don't need to teach. Yet, scholars like danah boyd assert, "Many of today's teens are indeed deeply engaged with social media and are active participants in networked publics, but this does not mean that they inherently have the knowledge or skills to make the most of their online experiences."¹ Indeed, the majority of Xavier students will not have the media literacy necessary to understand how Google determines search results or the technical expertise to create their own YouTube video without coursework in digital media. Xavier students recognize this need too, and increasingly tell faculty that they want to acquire those skills while at Xavier. The Digital Media Major and Minor gives students those skills.



We define digital media as more than just social media like Twitter or Facebook. While analog media (like cassette tapes, records, and landline telephones) work by fully translating the wave created by the original sound or image, digital media work by sampling the wave and turning it into 1's and 0's (or on's and off's) to be reproduced later by a CD player or a DVD player. The shift from analog to digital media has made networked technologies like the internet possible— allowing us to communicate across great geographic distance and opening up digital media production to the everyday person. Thus, the Digital Media Major/Minor examines **social media** (like Facebook),

digital cultures (like online communities and vlogging culture), and **online politics** (like Gamergate). The Digital Media Major and Minor seek to provide students with skills and expertise in **digital media production, online communication, and digital culture**.

Expertise in digital media is crucial for our students in two ways. First, an understanding of digital media is critical to being a **full and active citizen** in today's networked and digital world. Scholars like Lance Bennett, Alexandra Sergerberg, Michael Xenos, and Sarah Florini demonstrate that social justice, activism, and citizenship are networked and digital.² At stake is whether students have the literacy, experience, and contextual knowledge to be full citizens and powerful agents in today's world. If we want students to be able to create social change as "men and women for and with others," our students must be able to deploy digital media.³

Second, expertise in digital media is an important requirement for **today's jobs**. The National Association of Colleges and Employers isn't yet tracking digital media as a distinct discipline or job field. Thus, national and regional statistics aren't available. But there have been increasing reports about the need for digital media skills in new hires. Vivian Giang in *Fortune Magazine* identifies a growing trend in job advertisements to list digital media skills as required.⁴ A columnist for *Forbes Magazine* said, "Almost every single job out there involves being online in some capacity. That means that, at some point in your career—this year or 30 years from now—you'll likely have to access the back end of a company site, a blog or an email marketing service."⁵ Apple CEO Tim Cook asserts that learning to code is as important as learning to speak a foreign language. Ultimately, students who have digital media expertise will have an advantage in the job market. The Digital Media Major and Minor aim to give students these skills.

Student Learning Outcomes for the Digital Media Major

1. *Theory*: Understand major theories of communication and technology and be able to apply those in approaches to digital media.
2. *Writing & Visual*: Demonstrate effective writing that integrates images in digital genres and on digital platforms.
3. *Oral Comm*: Demonstrate effective oral delivery and composition in digital genres like podcasts and online video.
4. *Synthesis of Knowledge*: Synthesize broader liberal arts knowledge with digital media research.
5. *Research*: Incisively and carefully critique and evaluate digital communication artifacts.
6. *Ethical Conduct*: Identify and implement ethically sound and socially responsible communication strategies within a digital and networked media environment.

GRADES: What will you have to do in this class?

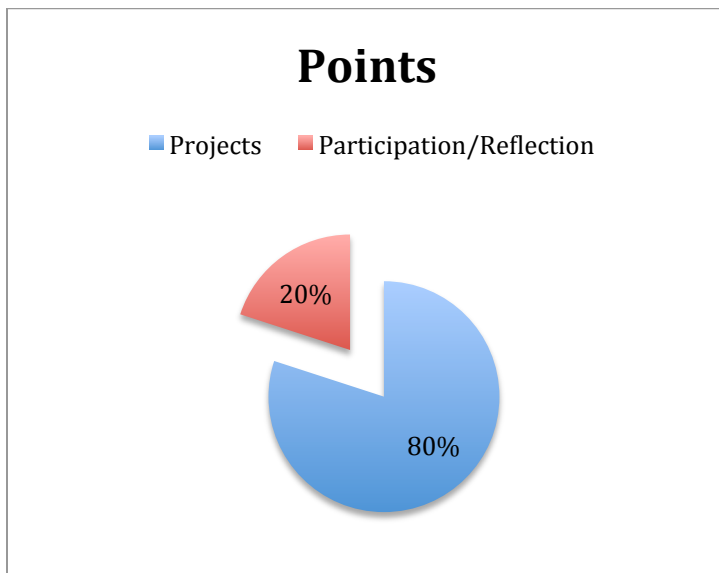
Projects (80%):

Analytical Project: Blog Post:	30 points
Service-Learning Project: Podcast:	30 points
Professional Project: Website	20 points

Participation/Reflection (20%):

Engaged Participation in Class	5 points
Engaged Use of Slack	5 points
Final Reflection Paper:	5 points
Senior Exit Survey	5 points

Total possible: 100 points



The Grading Scale:

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
75%-76%	C
70%-74%	C-
67%-69%	D+
65%-66%	D
60%-64%	D-
0%-59%	F

Extra Credit: There may be opportunities for extra credit throughout the semester. The number and types of opportunities will vary depending on the semester and class. The **maximum** amount of extra credit any single student may earn is **2%**.

Attendance: You cannot participate meaningfully in class if you were not present in class. What we do in class is not easily replaced by reading the textbook or reading another student's notes. Students learn from in-class activities, from other students' contributions during class discussions, from other questions they hear, and from engaging the material for during class each day. Make every possible arrangement to attend all class periods. There will be a **sign-in sheet** for every class period. If you

come to class late, it is your responsibility to make sure you sign your name on the sign-in sheet. Otherwise, you will be counted as absent. My goal is to reward students who engage our course material actively and consistently.

Points: Each student gets **three “freebie” days** to miss class for being sick, funerals, personal reasons, etc. For every class that you miss beyond your freebie, **you lose 5 points** (or the equivalent of 5%) from your total grade. You do not need to email me to let me know you are using one of your freebie days.

Engaged Use of Slack: During class, we will learn how to use Slack, a messaging system designed for teams. This will give us an opportunity to learn a new digital media platform, while also facilitating your group-work in an effective way. You might think of this as replacing an email/text combination. You will message your groupmates in Slack and share files in Slack. This is where you will work with your group when you are not meeting face-to-face.

Engaged Participation in Class: I expect you to use our in-class time effectively. That means I expect you to bring all your materials with you to class (so that you can use class time to work on your project). I also expect you to be prepared for class, having completed whatever assignments your group may have tasked you with.

Final Reflection Paper: Individually, write a reflective essay that answers the following questions:

- How do you hope to use your Digital Media Major skills in your career after graduation?
- How does your liberal arts knowledge with your Digital Media major? How have you integrated the two? How do you plan to integrate the two in the future after graduation?
- What skills, experience, or knowledge do you hope to further develop after you graduate?

Requirements: 4-6 pages (Times New Roman, size 12, 1-inch margins, double-spaced)

Due: at our Final Exam timeslot

Senior Exit Survey: During our scheduled Final Exam time, you will complete a Senior Exit Survey. The survey is an assessment tool designed to give the faculty feedback about the Digital Media Major.

POLICIES: How will we go about learning in this class?

Assignments due: All assignments are due before class begins.

No late work is accepted: No late work is accepted in this class. **You will receive a zero for any assignment not turned in before the deadline.** There are two reasons for this policy. 1) I simply cannot accommodate rolling submissions. Having students turn in work on time means that I can grade more effectively and I avoid wasting my time on logistical issues. 2) If you miss project deadlines at work, you won't have a job for long. Deadlines are important whether you are collaborating with colleagues informally, working at a professional job, or in school.

Feedback: As an instructor, I work hard to give students useful feedback on their assignments. I want students to fully understand the feedback I give them. Therefore, I hope you will come talk to me about the feedback you receive on papers, projects, and other assignments. Receiving your grade shouldn't be a signal that our conversation is over. I encourage you to bring any questions to me during office hours—**I love talking with students about their work.**

Grade Disputes: If you would like to dispute a grade, you must do two things. 1) **Meet with me** face-to-face during office-hours. Email is a time-consuming and difficult way to engage in a dialogue about student projects. 2) **Ask questions first.** Try to understand the feedback you received and why it warranted a particular grade. After we talk for a bit, if you still feel like your grade doesn't accurately reflect your project, you may explain your argument. But you must ask questions first.

Final Exams: All students must take the Final Exam during the designated time. This is required of all faculty members by the Dean's Office. **No exceptions can be made for travel or any other reasons.**

Academic Dishonesty: Like any course at Xavier, academic dishonesty will not be tolerated in this class. I expect you to cite your sources completely and appropriately. Penalties for academic dishonesty **range from a zero for the assignment to an F for the course.** You can find more information about Xavier's Academic Honesty policy here: <http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm>.

VALUES: How will this class value inclusion and respect?

Respect:

Learning about communication involves risks. Our classroom needs to be a safe place to explore communication contexts and an open place to reconsider our preconceptions of communication, its power, and its use in our everyday lives.

Gender-Inclusive Language:

Everyone should be referred to by the name they prefer, the correct pronunciation of their name, and the **pronoun they prefer** (like she, ze, he, or they). Please be respectful throughout the course. If you feel uncomfortable, do not hesitate to talk to me privately during office hours.

Title IX and Gender-Based Violence:

Xavier (and my classroom specifically) should be a **safe place for you to be and for you to learn**. That's why Xavier takes gender-based violence (including sexual violence, intimate partner violence, stalking, and sexual harassment) seriously.

There are lots of gender-based violence prevention and response resources on campus, including Xavier's Title IX director, Kate Lawson. She can help you find the right resources and information (including your rights and legal options). You can contact Kate Lawson at lawsonk1@xavier.edu or 745-3046. There are also confidential services you can access if you are not yet ready to report any gender-based violence you may be experiencing. Confidential resources include: the Advocate Program, Women Helping Women, counselors, physicians, and nurses at McGrath Health and Wellness and Psychological Services, clergy, and private mental health counselors. You can find more information here: <http://www.xavier.edu/titleix/index.cfm>

Disability:

I work to make sure that my classroom and my course are not ableist—making sure that **everyone can easily access my course**. Xavier takes that goal seriously as well, and Disability Services provides resources for both Xavier students and faculty.

If you have a disability that requires accommodation, please see Disability Services to obtain a letter specifying the particular accommodations you require. Then, bring that letter to me at the beginning of the course so that I can prepare your accommodations. If you have any questions at any point throughout the semester, please feel free to talk with me and/or Disability Services. You can find more information here: <http://www.xavier.edu/learning-assistance-center/Disability-Services.cfm>

Analytical Project: Blog Post
Assignment Sheet
COMM 489, Dr. Hinck

Blog Post Assignment

1. Research (5 points)
 - a. Trace the public conversation:
 - i. Gather 10 resources that represent the public discussion of your topic (these might come from news outlets, blogs, TV coverage, etc.).
 - ii. List the bibliography entries for these 10 sources
 - iii. In 300-500 words, summarize the public conversation: Overall, what is the public conversation about your issue?
 - b. Explore possible scholarly sources to use for your intervention:
 - i. Gather 10 scholarly sources that would be relevant to your topic (some of these should be from your digital media classes, some of these should be new sources coming from your own library research)
 - ii. List the bibliography entries for these 10 sources
 - iii. In 300-500 words, which source seems most promising to use in your blog post? Why?
2. Rough Draft (5 points)
 - a. Bring a rough draft of your blog post to class for peer review. The blog post should discuss some sort of digital media topic. You should make some kind of analytical intervention—a call to view a current event differently, a new angle that criticizes the current event, or something else that the rest of the public seems to be missing. Your analytical intervention should reflect your digital media expertise. The blog post should be 400-800 words. It should follow the genre conventions of the blog posts we read in class (for example, informal academic writing and the use of hyperlinks).
3. Final Blog Post (10 points)
 - a. The final blog post should be something you would be proud to post—something that you would show your parents, your friends, and possible employers.
 - b. With your final blog post, write a Facebook and Twitter post that can be used to share your blog post. Pull from what you learned in COMM 433: Social Media Strategy in particular. Write a Facebook and Twitter post that will achieve a goal of convincing people to read your blog post.

Blog Post Components

1. Attention-getter
2. Analytical Intervention:
 - a. What has everyone else already said? (This is the public conversation)
 - b. What new thing are you saying? Put another way, what is everyone else missing?
 - c. Thesis: What is your main point? (What is your central claim?)
3. Justification: Why does what you're saying matter? Put another way, why should the reader bother to keep reading?
4. Reference to/summary of scholarly research (can be something we already read in one of the Digital Media Major classes or something new you find)
5. Analysis (likely an application of scholarly research)
6. Conclusion

Tips:

- Cite through links rather than APA in-text citations/bibliography

Rubric Criteria:

- Use of digital media research
- Insightfulness of the intervention and thesis
- Extent of revision
- Quality of writing

Timeline (5 weeks):Week 2:

- Tuesday (1/16):
 - **Read sample blog posts
 - In class, discuss blog post structure
 - In class, research session

Week 3:

- Tuesday (1/23):
 - **Research due
 - In class, exercise to find the kernel of your blog post idea
 - In class, talk with Dr. Jennie Keohane (University of Baltimore) about the process of writing an analytical blog post

Week 4:

- Tuesday (1/30):
 - **Draft due for peer review
 - In class, peer review

Week 5:

- Tuesday (2/6):
 - **Revised version due
 - In-class, revision workshop
- Friday (2/9):
 - **Blog post due (you will get approval to submit at this stage or be asked to do one more round of revisions before Tuesday)

Week 6:

- Tuesday (2/13):
 - **Final Blog post due (including text and images for Facebook and Twitter posts about your blog post)
 - In class, transition to next unit; introduce next assignment
 - In class, choose partners for podcast project

Service-Learning Digital Production Project: Podcast
COMM 489, Dr. Hinck

Podcast Components

1. Research paper for client (in partners) (5 points)
 - a. Your client, NAMI, has a challenge. Nonprofits like NAMI often rely on the stories of their clients to build their public image, win grants, and raise funds. But because mental health is so stigmatized, NAMI's clients are often hesitant to share their stories in video. Even in print materials like brochures, clients are hesitant to have their images shared along with their stories. I suspect that podcasts may be a good solution. NAMI is intrigued, but we need to convince them.
 - b. In a 3-6 page report, make an argument for why NAMI should consider using podcasts. In the report, explain what podcasts are, how they work, and how they circulate. Explain how podcasts might fit into NAMI's overall storytelling strategy. Remember that your client may not be familiar with podcasts—the staff may not listen to them at all personally, and podcasts certainly aren't common in the nonprofit sector.
 - c. In class, we will choose which report to hand in to NAMI.
2. Interviews (in partners) (5 points)
 - a. Conduct one interview with a NAMI client that is at least 40 minutes long. Record the interview using the Blue Snowball microphone from the Digital Media Lab. At the same time, make a backup recording with a smart phone.
 - b. Get informed consent either verbally or on paper. Follow the example shown in class.
 - c. Backup the audio file you made with the Snowball microphone in three places, following the 3-1-1 rule we learned in COMM 235 (3 copies, 1 off-site).
3. Rough draft of audio story (in partners) (5 points)
 - a. Edit the 40-minute interview into a 7-10 minute audio story. Be sure to use a pseudonym for the client you work with. The audio story should have an introduction and a conclusion.
4. Call for Music (in partners) (2 points)
 - a. We are partnering with a Xavier music class for the music for our podcasts. They will write original music for each podcast. Your task is to write a short call for music. This should include: a description of what the podcast is about, the mood and tone you want to set, and the music you need (intro, outro, and/or transition). This should be 2-4 pages.
5. Final draft of audio story (in partners) (5 points)
 - a. The final draft of the podcast should fit the audio-story genre (think: This American Life) and should be suitable for a public audience. This should be a very polished final version that would be appropriate for NAMI post.
6. Launch materials (3 points)
 - a. NAMI has also asked us to create branding and launch materials for the podcast. We will divide these tasks up amongst ourselves (i.e. not everyone will create all three items). You can find branding guidelines for NAMI on the Comm Department Major/Minors Canvas course.
 - i. Podcast name, tagline, and/or logo
 - ii. Press release announcing the launch of the podcast.
 - iii. Facebook posts announcing the launch and the premiere of each episode.
7. Client presentation (in partners) (2 points)
 - a. Date and requirements: TBD
8. Service-Learning Reflections (individually) (3 points)
 - a. Service-learning (also called community engaged learning) provides unique opportunities to apply academic material and to serve our Cincinnati community. Throughout this unit, we will reflect on the service-learning process, thinking about our relationship to service,

the Cincinnati community, and public issues like mental health. Each reflection should be 2-3 pages (double-spaced, Times New Roman, 12-point font).

- b. Reflection #1: What do you already know about mental health? Where does that information come from? What are your expectations about talking with someone who has experienced mental illness-what do you think it will be like?
- c. Reflection #2: What was it like working with NAMI clients who have had mental illnesses? Did this match your expectations? How did that affect your approach to the podcast?
- d. Reflection #3: How has your view of mental illness changed over the course of the process for this project? Connect that to the role of the podcast. What role can the podcast play for a public audience? How might your podcast affect discourses about mental health and people's lives?

Rubric for the Final Podcast:

- Quality of writing in the audio story
- Quality of sound recording
- Extent of revision

Timeline:

Week 6:

- Tuesday (2/13):
 - **Final Blog post due (including text and images for Facebook and Twitter posts about your blog post)
 - In class, upload blog post to Comm Department blog and Exhibit
 - In class, transition to next unit; introduce next assignment
 - In class, complete in-class partner questionnaire

Week 7:

- Tuesday (2/20):
 - **Read and comment on everyone's blog posts
 - **Read about mental health on NAMI's website. In particular, dig through the infographics: <https://namiswoh.org/about-mental-illness/>
 - **Watch Ellen Syks' Ted talk: https://www.ted.com/talks/elyn_saks_seeing_mental_illness
 - **Watch client presentation video: <https://app.ilosvideos.com/view/QpXaRPLqXnLP/?sr=eSQRvIxnV9zr>
 - In class, take CIPR pre-test survey.
 - In class, discuss mental health and service-learning: What is mental illness? What is the state of mental health services in the US? Why is there a need for the service for NAMI? Why does NAMI need our help?

Week 8:

- Tuesday (2/27):
 - **Research report due (in partners)
 - **Interview should be scheduled by today (in partners)
 - **Reflection #1 due (individual)
 - In class, work on interviews (discuss informed consent, practice interviewing activity, and write interview questions)
 - In class, practice using microphone equipment.

[spring break]

Week 9:

- Tuesday (3/13):
 - **Interview due (in partners)
 - **Reflection #2 due (individual)
 - **Listen to this podcast about the history of podcasts: <https://toe.prx.org/2015/10/secret-histories-of-podcasting> (individual)
 - **Read Nancy Updike's tips for writing for audio: <https://transom.org/2006/nancy-updike/> (individual)
 - **Read Ira Glass's manifesto for radio/podcasts: <https://transom.org/2004/ira-glass/> (individual)
 - In class, do an audio writing exercise.
 - In class, Audacity demo (both review and new tools).

Week 10:

- Tuesday (3/20):
 - **Rough draft due
 - In class, peer review
- Friday (3/23):
 - **Final draft due [your final draft will be approved or you will be asked to make one more revision]

Week 11:

- Tuesday (3/27)
 - **Call for Music due
 - **Reflection #3 due
 - **Launch materials due
 - In class, transition to next project: Unit 3: Professional Portfolio Website
 - In class, do reflection exercises about how you want to pitch yourself, your skills, and your brand

**Client Presentation: [TBD]

Community Engaged Project Background

COMM 489 is participating in a larger community engaged project, led by Dr. Maxian, through our Podcast Project (Unit 2):

“This course is part of a larger project, the 2017-2018 Conway Fellowship, of which the goal is increase the impact of community-engaged partnerships. Community impact tends to be overlooked in partnerships between community organizations and university classes. The Conway Fellowship project attempts to concentrate the impact that communication arts students and faculty can have. This academic year, all community-engaged (or service-learning) projects in COMM classes will be completed for one client, NAMI Southwest Ohio. Ideally, the impact of our collective efforts will increase the effect NAMI has in their communities. If you would like more information about the Conway Fellowship project, contact Dr. Maxian.”

Professional Project: Portfolio & Website

Assignment Sheet
COMM 489, Dr. Hinck

Website/Portfolio Components

1. Website proposal (2 points)
 - a. In a 2-3 page proposal, explain your vision for your professional website and portfolio. Your proposal should include:
 - i. An explanation of whether you plan to use a platform like WIX/SquareSpace/Weebly or whether you plan to revise your website from COMM 235. If you plan to revise your COMM 235 website, be sure to explain how much work that will take. If you plan to use WIX, which will take less coding, be sure to explain what extra work you plan to put into the website. In other words, a website made with WIX should demonstrate more extensive writing, artifacts, and/or design work. Justify your choice to use a platform like WIX or to use HTML/CSS. What makes your choice appropriate for what you want to accomplish/your particular professional goals?
 - ii. An outline of your website: What will be the main sections of your site (reflected in your navigation bar)? What will those sections include? Explain why you made these choices.
 - iii. What work and how much time will it take to create each section? Is the project doable (Is it small enough)? Is the project significant (is it big enough)?
2. Rough draft (5 points)
 - a. Bring a full draft of your website to class for peer review. This should be a completely finished version. You may still have 1-2 things you want to tweak, but no more. This version should reflect how far you were able to get on your own before getting feedback or help.
3. Final draft (13 points)
 - a. This final version should be polished and professional. This is something you should be proud to show employers as well as your family and friends.
 - b. Requirements:
 - i. Your website should have 3-6 sections reflected in the navigation bar. Each section should include text, images, and other artifacts that both show who you are as a person and demonstrate what you can do. Your website should also demonstrate strategic design choices in terms of color, proximity, alignment, contrast, and repetition. Ultimately, your website should be persuasive.
 - c. Purpose:
 - i. The website should serve the purpose of a professional website and an online portfolio. As a professional website, it should include basic information about you (think of what people want to know when they google you). As an online portfolio, it should have extensive artifacts and work samples. Big picture: *Use your website to communicate your expertise, perform professionalism, and persuade folks that you are worth hiring.*
 - d. Audience:
 - i. It should be aimed at an audience of bosses and colleagues in your intended area of work, and thus should take on a professional tone throughout.

Schedule:Week 11:

- Tuesday (3/27)
 - **Call for Music due
 - **Reflection #3 due
 - **Launch materials due (Name/tagline/logo & report)
 - In class, Caroline Tighe talks about her digital media job
 - In class, transition to next project: Unit 3: Professional Portfolio Website
 - In class, do reflection exercises about how you want to pitch yourself, your skills, and your brand

Week 12:

- Tuesday (4/3)
 - **Launch materials due (Press release & facebook posts)
 - **Website Proposal
 - In class, HTML & CSS refreshers
 - In class, start work on your website

Week 13:

- Tuesday (4/10)
 - **Rough draft due
 - In class, peer critique

Week 14:

- Tuesday (4/17)
 - **Final draft due
 - In class, start planning the client presentation

Week 15:

- Tuesday (4/24)
 - **Client Presentation for podcast project: CLC 406

Week 16: Finals Week

- Tuesday (5/1)
 - **Senior Exit Survey
 - **Final Reflection Paper

Endnotes.

¹ boyd, *It's Complicated*, 176.

² Bennett and Segerberg, *The Logic of Connective Action*; Bennett, "Changing Citizenship in the Digital Age"; Xenos and Foot, "Not Your Father's Internet: The Generation Gap in Online Politics"; Earl and Kimport, *Digitally Enabled Social Change*; Banaji and Buckingham, *The Civic Web*; Pfister, *Networked Media, Networked Rhetorics*; Xenos, "New Mediated Deliberation"; Florini, "This Week in Blackness, the George Zimmerman Acquittal, and the Production of a Networked Collective Identity."

³ "Center for Mission and Identity - Mission Statement."

⁴ Giang, "Recruiting for 'Digital Natives' Is Age Discrimination, Lawyers Say."

⁵ The Muse, "Five Tech Skills That Will Help Your Career (No Matter What You Do)," 1.

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All icons were made by FreePic from www.flaticon.com

Digital native comic from <https://larrycuban.wordpress.com/2014/05/24/cartoons-on-digital-natives-and-immigrants/>

Pie chart was made by Ashley Hinck.