

Syllabus Fall 2020

UNIV 4555 01

IDS Practicum

Instructor Information

Instructor: Dr. Bettina Fabos

Phone: 319 273 5972

Office hours and location: T-Th 2-3:30pm <https://uni.zoom.us/j/7857053694> and by appointment

Email Address: fabos@uni.edu (also bettina.fabos@uni.edu--they are interchangeable)

Preferred Communication: Email, Zoom, Trello or Slack. Please email to request appointments.

Class Delivery

This course is offered fully online utilizing Blackboard Learn. We will also be using the SLACK messaging tool, the TRELLO project management tool, and ZOOM for video conferencing.

Important Note Regarding COVID-19

Protecting our campus from COVID-19 depends on all of us acting with care and responsibility. To protect each other and our campus community, we are required to wear masks or face shields that cover our mouths and noses inside all campus buildings, including throughout the duration of class. We are asked to self-screen for COVID-19 symptoms, stay away from others and seek medical attention if we're not feeling well and/or experience any symptoms such as a fever over 100.4, and to communicate and plan proactively to make up for missed learning. We will maintain physical distancing by sitting in designated areas in the classroom. Failure to follow these requirements can result in students being referred to the [student conduct process](http://uni-mail.org/t/499279/7479074/16765/5/) (<http://uni-mail.org/t/499279/7479074/16765/5/>) and faculty being referred to the Associate Provost for Faculty. We take these steps together recognizing that my mask protects you, your mask protects me, and together wearing masks protects the entire UNI community. Our collective actions will determine our ability to remain together in an in-person learning environment.

Land Acknowledgement

I would like to acknowledge the land on which we gather is the occupied territory of the loway, Sauk and Meskwaki, Wahpeton, and Sioux People.

Course Description and Purpose

Course Description

Examines tools/methodologies involved in the production of interactive media. Students will study development models in a real-world setting; work with involved clients; develop new technology skills; and as a single class, consultatively produce a major interactive project. Developed skill sets conform to [ISTE Standards for Students](#).

Prerequisites: COMM 2555 (48C:025); COMM 4544/5544 (48C:120g); COMM COR 1010 (48J:002); two completed IDS Bundles; or consent of instructor. (Fall/Spring)

Purpose

The purpose of this course is to help you prepare you for a job or career in Interactive Digital Studies. It is a foundation course for the Interactive Digital Studies major.

Benefits

The content will benefit you towards developing collaboration skills, technology skills, project management skills, and self-learning skills.

Credit Hours -3 Credits

This course meets the Course Credit Hour Expectation outlined in the Course Catalog. Students should expect to work approximately 2 hours per week outside of class for every course credit hour. Students will be divided into teams: Wheat Paste, Social Media, Visual, Code, and Project Management. They will be expected to meet at least 5 hours outside of class in their teams, take on leadership roles, and work towards completing team project goals every week. Readings will also be assigned for outside of class reading, which will take approximately 1 hour a week.

Learning Objectives

University Level Outcomes

- **Critical Thinking:** You will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.
- **Communication:** you will display competence in oral, written, and visual communication, as appropriate for their discipline.
- **Program Content Knowledge:** You will demonstrate discipline-specific knowledge and skills in their major fields of study.

Interactive Digital Studies Program Level Objectives

- **Digility:** You will develop agile creativity through immersion in new technology.
- **Ideas Matter:** You will be able to critically engage with the ethical, economic and social challenges of our increasingly digital world.
- **Collaboration is king:** You will demonstrate effective collaboration competencies.
- **Confident Self Learning:** You will develop the confidence to approach new digital interfaces, applications, and programming languages to problem-solve independent of peers or instructors.

Course Level Objectives

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

- Gain practical experience working in a **collaborative technical environment** for real-world clients.
- Explore opportunities for **self-leadership** and **team leadership** as part of a dedicated project team.
- Understand the role of **planning, communication, timelines, accountability** and **collaboration** in carrying out successful projects.
- **Practice and expand on disciplines and skills** developed in the Interactive Digital Studies program.
- Develop an **appreciation for client needs and perspectives** while working on projects.
- Communicate effectively as a team while using **industry-standard collaboration tools**.
- Effectively employ **design, content, and information architecture strategies**.
- Appreciate the critical role of **iterative usability testing** in executing quality web projects.
- Complete the Practicum with a **live, high-quality web-related project** for use in professional portfolios and digital industry job applications.

Required Reading

No textbooks will be required for this class. Required readings will be assigned via Trello, and are connected to the Journal assignment; each Journal Entry is worth 5 points. You may be asked to summarize a given article in class, so please be prepared. These readings are to help us all progress on this topic at the same time throughout the semester, and reflect on our project work on the whole.

Assignments

Journal: 3 journal entries/personal reflections. Submitted 3 times. 15 points (5 points each). These journal entries correspond to each module and amount to a personal reflection on the readings, the project, and your contributions.

Team Assignment Project Work. You will be evaluated 3 times on Participation/Collaboration/Communication; Peer Feedback, and Instructor Observation.

- Grading Period 1 you will get feedback only, with the understanding that you are finding your way. However, your progress will inform all subsequent evaluations.
- Grading Period 2: you will be graded out of 45 points.
- Grading Period 3: you will be graded out of 50 points.

Total Point Breakdown

FACET	POINTS	% of GRADE
Personality Exercises 1 and 2 (5 points each)	10	2.5

3 Journal Entries (5 points each)	15	5								
Team Work Grading Period 1 (Participation/Collaboration/Communication; Peer Feedback, and Instructor Observation).	0	0								
Team Work Grading Period 2 (Participation/Collaboration/Communication 10; Peer Feedback 10, Instructor Observation 10, and Quality of work, 15).	45	25								
Team Work Grading Period 3 (Participation/Collaboration/Communication 10; Instructor Observation 10, and Quality of work, 30;).	50	40								
Final Event	40	20								
Formal Presentation	10	5								
Final Reflection	5	2.5								
<p>Peer Feedback Survey</p> <p>You will also be evaluated anonymously by your teammates, and by your instructor. This peer feedback score will be based on the following question (and will include submitter documentation):</p> <p style="text-align: center;">“If this student was an intern at my design firm, what should the company do next?”</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Hire Full Time (a talented and reliable digital professional)</td> <td>5 Points</td> </tr> <tr> <td>Keep on as a Contractor (a reasonably capable digital professional)</td> <td>3 Points</td> </tr> <tr> <td>Send them on their way (a marginal digital professional)</td> <td>2 Points</td> </tr> <tr> <td>Recommend career change (lacks the skills or desire to be a digital professional)</td> <td>0 Points</td> </tr> </table> <p>Both the instructor and teammates will assign a score; your score from teammates (max of 10) will be averaged, and added to the instructor score (also max of 10) for a total score of up to 50 points. Any number of students may obtain a top score.</p>	Hire Full Time (a talented and reliable digital professional)	5 Points	Keep on as a Contractor (a reasonably capable digital professional)	3 Points	Send them on their way (a marginal digital professional)	2 Points	Recommend career change (lacks the skills or desire to be a digital professional)	0 Points	<p>PEER AVERAGE 10</p>	<p>Instructor SCORE 10</p>
Hire Full Time (a talented and reliable digital professional)	5 Points									
Keep on as a Contractor (a reasonably capable digital professional)	3 Points									
Send them on their way (a marginal digital professional)	2 Points									
Recommend career change (lacks the skills or desire to be a digital professional)	0 Points									

Final Presentation

We are planning a big (virtual) launch event at the end of this practicum semester. You will be expected to be part of the planning and event, and help create the final video presentation re: the launch.

Time Expectations

The practicum has three categories of time expectations, for an average of around **six hours** per week, total.

- **Classroom time [3 hours per week]:** This time will consist of discussion, hands-on training, and structured work time.
 - **Personal reading time [1 hour per week]:** Your assigned readings *and self-directed readings* connect you to the thinking and resources that digital professionals (especially web developers) are using to stay on top of our craft.
 - **Outside project work time [5 hours per week]** Your group will need to carry out significant research, learning, and experiential practice outside the classroom environment for the project to be successful.
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Late Work

Project documentation submitted past the assigned deadline will be accepted for reduced points, as noted in the assignment rubric. Because each step relies on the completion of the previous step, teams are strongly encouraged to turn all work in on time. Reading assignment responses will not be accepted late.

Absences

Class attendance will be taken each day. Arriving 10+ minutes late or leaving 10+ early without prior approval will be marked as an absence. Unexcused absences will impact Instructor Feedback scores for the final grade.

That said, sometimes absences are unavoidable; contact me as soon as possible via my email address (fabos@uni.edu) or the Slack communication tool to explain the reason you must be absent.

Final Presentation Rubric (10%)

ASPECT	EXCELLENT (10 POINTS)	GOOD (8 POINTS)	MARGINAL (6 POINTS)	POOR (4 POINTS)
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Content	The group presentation covers all points noted in the syllabus above.	The group presentation covers most points noted in the syllabus above.	The team presentation covers few points noted in the syllabus above.	The team presentation covers no points noted in the syllabus above.
Grammar	Written materials have no errors in spelling, punctuation, and layout/format.	Writing has very few errors in spelling, punctuation, and layout/format.	Writing has several errors in spelling, punctuation, and layout/format.	Writing has many errors in spelling, punctuation, and layout/format.
Style	Presentation visuals and narrative greatly engage and inspire the viewer.	Presentation visuals and narrative engage and inspire the viewer.	Presentation visuals and narrative simply inform the viewer.	Presentation visuals and narrative are uninteresting and do not engage the viewer.
Delivery	Presenters are very well prepared and well-versed in the material; with no errors and/or confusion.	Presenters are well prepared and well-versed in the material; few errors and/or confusion.	Presenters are prepared and moderately familiar with the material; some errors and/or confusion.	Presenters are unprepared and fail to understand their material; much confusion and/or errors.
Timekeeping	The presentation is within the expected 5-6 minute timeframe.	The presentation is within 1 minute of the expected 5-6 minute timeframe.	The presentation is within 2 minutes of the expected 5-6 minute timeframe.	The presentation is not within 2 minutes of the expected 5-6 minute timeframe.

Journal Entry Rubric (5 Points total)

ASPECT	ACCEPTABLE (3 POINTS)	UNACCEPTABLE (0 POINTS)
Length	Submitted work meets word length expectations.	Submitted work is less than 150 words in length.
Content	Writing shows original thought and an understanding of the principles and content contained in the reading assignment.	Writing does not show original thought or an understanding of the principles and content contained in the reading assignment.
Grammar¹	Assignment contains few (if any) errors	Assignment contains many errors in

	in spelling, punctuation, or grammar.	spelling, punctuation, and/or grammar.
Timeliness	Submitted by the assigned due date.	Not submitted by the assigned due date.
Completion	Submitted on time.	Not submitted on time.

Why two scores for turning in the assignment? This approach should provide some incentive to complete the reading (even if past the original due date). The readings are important for working with your team to complete the module assignments, and the sooner the better.

Keep in mind, a consistent failure to complete your assignments on time will have a negative impact on your final instructor feedback score; timeliness is important in this project-based class, and in the real world.

FINAL GRADING SCALE

A	94% - 100% (no "A+" exists)	C	73% - 76.999%
A-	90% - 93.999%	C-	70% - 72.999%
B+	87% - 89.999%	D+	67% - 69.999%
B	83% - 86.999%	D	63% - 66.999%
B-	80% - 82.999%	D-	60% - 62.999%
C+	77% - 79.999%	F	59.999% and below

Office of Compliance and Equity Management

The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (<https://policies.uni.edu/1303>) for additional information.

Student Accessibility Services

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to accessibilityservices@uni.edu. Visit [Student Accessibility Services](https://sas.uni.edu/) for additional information. (<https://sas.uni.edu/>)

Disability Services

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the [Office of Disability Services](#). The ODS is located at 103 Student Health Center, phone number: 273-2676.

The Learning Center @ Rod Library

All UNI students are encouraged to take advantage of The Learning Center @ Rod Library (TLC) for assistance with writing, math, science, learning and study strategies, as well as other specific content areas. Due to COVID-19, all tutoring and coaching sessions will be done by appointment only and students will have the option to meet with a tutor in-person at Rod Library or via Zoom. Our hours will remain the same, from 10:00 am to 10:00 pm Monday through Thursday. For more information, go to <https://tlc.uni.edu/schedule>, email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library. If you are unavailable during normal tutoring hours, online tutoring is also available through Smarthinking. You will need your CATID and passphrase to gain access. To access the Smarthinking platform go to <https://tlc.uni.edu/online>.

Diversity and Inclusion Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all

class participants to have a fuller understanding of context and impact of course material and class discussions.

3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Academic Integrity

To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions). (<https://policies.uni.edu/301>)

Course Communication and Technology

Online Component

This course is completely online, utilizing Blackboard Learn for instruction, materials, and communication, as well as SLACK and ZOOM. This online component can be accessed through the [UNI eLearning Suite](http://elearning.uni.edu/) (<http://elearning.uni.edu/>).

All of the handouts and information for this course, except for the three required texts, will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](https://help.blackboard.com/Learn/Student). (<https://help.blackboard.com/Learn/Student>)

Communication with Instructor

I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Zoom. Send personal concerns to me via my personal email address and request appointments with me if you prefer to discuss concerns and questions live by Zoom rather than in an email. Generally, it will take me 24 hours to respond to emails, except on the weekends where it may take up to 48 hours. I will provide feedback on assignment submissions only as needed, and I will do this as well as grade within one week of the submission.

Attendance, Late Work, and Makeup Work

You will get ½ credit for late assignments. Guidelines for missed Discussions are noted above. As stated in the [UNI Catalog](#), "Students are expected to attend class, and the responsibility for attending class rests with the student. Students are expected to learn and observe the attendance rules established by each instructor for each course. Instructors will help students to make up work

whenever the student has to be absent for good cause; this matter lies between the instructor and student. Whenever possible, a student should notify the instructor in advance of circumstances which prevent class attendance." This idea is neither novel nor unreasonable. Students should realize that an hour missed cannot be re-lived, that work can seldom be made up 100%, and that made-up work seldom equals the original experience in class.

See UNI [Policy on Class Attendance and Makeup Work](https://policies.uni.edu/306) (<https://policies.uni.edu/306>)

Online Netiquette and Classroom Civility

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue.

- Be sure all communication has an appropriate subject line, identifies yourself, and is crafted professionally. For example, shorthand messages from your cell phone are generally inappropriate. I really appreciate professional email communication!! Please address me by my name ("Bettina," not Dr. Fabos).
- Don't waste my time (e.g., avoid "I hope this email finds you well..."); be succinct in your messages and get to the point: I often have to field 80 or so emails a day.
- Submit assignments through Blackboard NOT email (where they are very likely to get lost).

Technology Requirements

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackboard and users can experience difficulty opening files)
- If required in this course
- Zoom (see Zoom System Requirements in START HERE for more information)
- YouTube, setting videos to "unlisted" in order to share links
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Technical Support

If you experience any technical problems, contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu. Support hours are Monday-Friday from 8 a.m. - 4:30 p.m.