

# Social Media for the Arts Syllabus



## 7:080:431 Social Media for the Arts

**Semester/Year:** Spring 2021

**Sections:** 90-A2 (more sections may be added as needed at the beginning of the semester)

**Professors:** Marshall Sponder (*most sections*), Robert Petersen

**GAs:** Taylor Frankel, David Lo, Giovanni Caputo, Catherine Emery, Rachit Mehta, Emily Stratton,

**Modality:** Online in Canvas (access the course by visiting <http://www.onlinelearning.rutgers.edu>, selecting LMS, selecting Canvas, then log in with your NetID). Note: *refer to the Help Desk for assistance for missing Canvas access issues after performing the steps in the previous sentence.*

**Email:** Use course email (inbox icon in the red navigation bar to the left).

**NOTE: We reserves the right to make changes to the grading criteria, due dates and deliverables, as needed when emergencies arise that require course/content changes.**

## Course Description:

Social Media for the Arts is designed for Undergraduate and Graduate students seeking degrees at MGSA, Rutgers and the State University of New Jersey who wants to super-charge their online presence and perhaps, take their self-promotion up a notch or two using social media. Social media is such a hot topic that anyone can benefit from taking this course. Social Media for the Arts 07:631 fulfills the Quantitative/Technical Skills requirement but does not yet have SAS core approval.

One thing that is unique about this course is the way it connects to humanities to STEM (Science/Technology/Engineering) material – it may be the only course at Rutgers that has managed to integrate “Big Data”, Technology and Algorithms with the Fine Arts in a way that is natural and extensible beyond the framework of the course. When the suggested textbook is combined with the course, it opens a framework to link recent scientific achievements with the humanities.

Social Media is much more than just a tool to keep in touch with friends; it has become, for many, the essential fabric of our lives AND it is a marketing device that every individual and company can leverage. Students will gain practical experience while learning best practices around Social Media and its Analytics, developing insights you can carry into your creative or professional career while also learning how to use new social tools to augment job search and work effectiveness.

Students are encouraged to discover the materials in their way and at their speed while getting expert feedback and guidance. Learn to develop yourself with social media, and professionally while furthering your career and creative goals while studying and using social media at your pace. Students will see firsthand the real impact social media has on their daily lives and how it can positively affect their business/work career.

## Course Goals:

- Develop professional, scientific and artistic opportunities by harnessing social media analytics.
- Develop an online presence on various well-known social media platforms including Blogs, YouTube, Twitter, Facebook, Instagram, Pinterest, Snapchat, Yelp, Google+, Search Engines, etc.
- Create or ideate content for various social media channels employing page tagging and metadata to promote business and personal goals.
- Become familiar with Search Engine Optimization and Web Analytics (as well as other types of analytics and Big Data)

- Learn to find, develop and connect with influencers and get to pitch them on your project and promote your career.
- Use Instagram and Pinterest for trendspotting or to promote your brand, artwork, fashion, or other imagery.
- Develop an understanding of new technologies such as augmented and virtual reality, algorithms, Big Data and audience targeting techniques and technologies in use by most Social Media platforms for their advertising offerings.
- A new module on Text Analytics and Text Mining adds to student understandings of Social Media and how the data mined and used by organizations based on what we write and post images of.
- Learn to curate and audit the student's own online channels to remove unneeded content, create new content that better reflects the student, favorably.
- Experiment with creating viral content through video, photos, memes, textual posts, and geo-location check-ins.
- Explore Geolocation and the pros and cons of sharing our data in Social Media.
- To summarize your social media presence while learning what works and what doesn't.

## Course Objectives:

### ***Learning Outcomes***

By the end of the semester, the student should be able to:

1. Develop a working knowledge and personal viewpoint regarding the tools and technology of the 21st century and the Internet.
2. Integrate topical knowledge of the Social Media platforms with critical thinking, provide good, current information to help students navigate Social Media and Big Data technologies and arts in the 2020's.
3. Create new business and creative opportunities with social media and social media and it's analytics.
4. Develop a personal approach to various aspects of digital branding, marketing, and advertising.

## Course Materials:

- This course has no required textbook (though it does have suggested texts) and uses information the course author has collected from Social Media to assemble this course.

- Optional use of Demandmetric.com assessment templates for different soft assessments, as needed, and for Extra Credit when they appear in the Final Project (up to 3 assessments will be accepted for EC and they are provided in the Course Essentials module). Please, not that Demandmetric spreadsheets require the use of Excel as certain visual basic macros will not work in the other spreadsheet platforms such as Google Sheets and Numbers. Rutgers no longer supports Excel so if the student doesn't have Excel, or have access to a workstation that runs it, they should try to find a workstation at the school library or public library that includes Excel.

## Suggested Optional Textbooks:

The course does not require this textbook, but the course experience and learnings would likely be enhanced with possession of the textbook – it's entirely up to the student if they want to purchase the textbook.

- Digital Analytics for Marketing 1st Edition by Marshall Sponder (Author), Gohar F. Khan (Author). Paperback: 310 pages. Publisher: Routledge; 1 edition (October 4, 2017) Language: English, ISBN-10: 1138190683, ISBN-13: 978-1138190689 [https://www.amazon.com/Digital-Analytics-Marketing-Marshall-Sponder/dp/1138190683/ref=mt\\_paperback?encoding=UTF8&me=](https://www.amazon.com/Digital-Analytics-Marketing-Marshall-Sponder/dp/1138190683/ref=mt_paperback?encoding=UTF8&me=)  
[There will be some copies in the Rutgers bookstore, but due to the size of the class, students may have better luck pre-ordering or ordering the book on Amazon].
- There are other books such as Data Analytics Made Accessible: 2020 edition Kindle Edition by Anil Maheshwari, Ph.D that is inexpensive and only available online as a PDF; we think the book is useful to help students understand algorithms and Big Data, but can be read and understood by most of our students. <https://www.amazon.com/Data-Analytics-Made-Accessible-2018-ebook/dp/B00K2I2JL8>

## Assigned Course Work:

### Assessments

- Assessment 1 – Online Survey.
- Assessment 2 – Choose blog topics for a current or potential blog.
- Assessment 3 – Choose video topics for a current or potential YouTube channel.
- Assessment 4 – Use a third-party free platform called [www.moz/followerwonk](http://www.moz/followerwonk) with their top 2 blog and video topics.
- Assessment 5 – Key Performance Indicator Primer and Online Survey.
- Assessment 6 – Hands-on Viral Marketing Workshop using Algorithms – the student is directed to use a cost estimation tool to determine what it would cost to produce a video that could be used for viral marketing.
- Assessment 7 – Use faceted and filtered search features of several Social Media platforms to find Influencers.
- Assessment 8 – Exploring LinkedIn – Students will generate the SSI (Social Selling Index - <https://www.linkedin.com/sales/ssi>) from their LinkedIn profile and record various numbers from it, this will be used in a later assessment.
- Assessment 9 - Search Engine Optimization Lab – Students answer some questions from based on information presented in on a specific Google Search Algorithm website that is set up to explain how the Google search engine works.
- Assessment 10 – Instagram and Pinterest Self-Assessment – The student is asked to list their Instagram and Pinterest account handles (if they have them, opting out of the assessment if they don't have either) and to write a short essay on how they would improve both accounts given what they have learnt, so far in this course.
- Assessment 11 – Text Analytics and Text Mining general introduction and online survey.
- Assessment 12 – Online Security and Geo-Location readings and survey.
- Assessment 13 - Develop a Chatbot prototype.

## Webliographies

- Webliography 1 – Students will be select a story from the Additional Readings of Sections 1-7 (which are posts from the Social Media for the Arts Facebook page) of the course shell (covering Social Media, blogs, YouTube, Twitter, Facebook, Snapchat, Yelp, Google+, Reddit, Viral Media, and Influencers), writing two paragraphs summing up the story. Also, they will search the web and find another article, video or story that helps complete the story they choose and write another paragraph explaining how their choice expands the story and is relevant to the course.
- Webliography 2 - Students will be select a story from the Additional Readings of Sections 8-13 (which are posts from the Social Media for the Arts Facebook page) of the course shell (covering LinkedIn, Search Engine Optimization, Visual Social Media, Transmedia, Geolocation and Analytics), writing two paragraphs summing up the story. Also, they will search the web and find another article, video or story that helps complete the story they choose and write another paragraph explaining how their choice expands the story and is relevant to the course.

## Discussions

- Discussion 1 Introducing yourself to the class – an initial discussion where students can introduce themselves to the class, discuss their major/minor, what year of study and school they are enrolled in at Rutgers, and what they hope to achieve in this course.
- Discussion 2 - Final Discussion – The Final Discussion is where Students discuss what they learned in the course via a series of questions they are asked to answer.

## Journal

- There is one journal (located in Section 7) where students can discuss their progress in the course midway through it; if needed, students can post multiple times to the Journal. All journals are read by the Professor or a GA shortly after they are published in the course by the student.

## Extra Credit

- Optional Extra Credit: Use the Magic API and IBM Personality Insights to collect data on a student's Facebook, Twitter, LinkedIn or written text data to predict their personality and fill out an online survey about it.
- Assigned Extra Credit: Tell a course related story by creating an Explainer video using any of 10 free tools listed in the assessment.

## Online Tests

Note: The best way to study for the Midterm and Final Exam is to read the Additional Readings pages in the sections of the course and to submit their webliographies that are based on them.

- **Midterm** (located in the Exam Section) is comprised of several multiple-choice and T/F questions and is taken midway through the course; students are given 1 hour<sup>1</sup> to take the Midterm; *this exam may be using ProcterTrack.*
- **Final Exam** (Located in the Exam Section) is comprised of several multiple-choice questions and is taken at the end of the course; students are given 1 hour to take the Final Exam; *this exam may be using ProcterTrack.*
- **Proctortrack Onboarding Quiz** – needed in order to take the Midterm/Final Exam, which is proctored using this software.

## Online Readings and Suggested Readings

- **Online Required Readings** – There are 13 sections of Online Required Readings covering Social Media, Blogging, Online Video, Twitter, Facebook and other Social Networks, Viral Media, Influencers, LinkedIn, Search Engine Optimization, Visual Social Media, Transmedia, Geolocation, and Web/Social Analytics (Capstone.)
- **Additional readings** – Topical readings from Social Media that are current (less than 2 years old) that are used Webliographies 1 and 2 along with the Midterm and Final Exam

## Course Grading:

### *Final Grade Calculation*

Percentage	Points	Type
35%	352	Online Assessments with survey forms, auto graded and monitored at the end of the semester
21%	210	Midterm and Final Exam
8%	80	Journal
18%	180	Discussion Boards
18%	180	Webliographies

0%	0	<i>Extra Credits Assignments are assigned at the discretion of your professor in unusual circumstances – this will be on a <u>case by case basis</u> to students in need, the assignment will vary by semester and student.</i>  <b>An additional Extra Credit is provided that any student can do, the specific points for this extra credit are assigned upon review of the submitted work up to 105 points (10.5% of grade).</b>
1%	10	Blue/CTARR Class Evaluation Survey that is filled out at the end of the semester (optional)
101%	<b>1010</b>	<b>TOTAL</b>

Note: We have included more credit (points) above 100% - this provides some wiggle room for students to earn the best grade they a while still missing an assessment or two.

### **Rutgers Grading Scale**

<b>Points</b>	<b>Grade</b>	<b>Description</b>
<b>93%-100%+ (930 points and above)</b>	<b>A</b>	Excellent, superior achievement
<b>87.5%-92.5% (875 points to 925 points)</b>	<b>B+</b>	Excellent, but just short of superior
<b>80%-87.4% (800 points to 874 points)</b>	<b>B</b>	Good, exceeding all requirements
<b>75%-79% (750 points to 790 points)</b>	<b>C+</b>	Passing
<b>70%-74% (700 points to 740 points)</b>	<b>C</b>	Average, satisfactorily meeting all requirements
<b>60%-69% (600 points to 690 points)</b>	<b>D</b>	Poor, unsatisfactory
<b>59% or lower (590 points and below)</b>	<b>F</b>	Failing or withdrawal while doing failing work

This course follows all Rutgers grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted <http://nbregistrar.rutgers.edu/facstaff/regis.htm> and <http://www.rutgers.edu/academics/catalogs>.



We have preserved rolling dates for most deliverables and apply half credit after a deliverable is submitted late. It doesn't matter if the work is submitted a minute late or a month late, the same penalty, making grading more clear-cut while encouraging students to submit work ahead of time or on time.

## Course Schedule

<u>Available Date @12:01 AM</u>	<u>Module/Section</u>	<u>Link</u>	<u>DUE BY 11:59 PM</u> <i>(this is the recommended date that we want students to adhere to if they can - but we will accept work later than this for most deliverables).</i>	<u>THE LAST DAY WORK WILL BE ACCEPTED (depending of it's DUE DATE)</u>	<u>POINTS (point load with 1000 points = 100%)</u> <u>AG==auto graded (examined at semester end)</u>	<u>Percentages towards the final grade</u>
January 19th	1	<a href="#">ASSESSMENT 1 - INTRODUCTION</a>	January 31st	May 3rd	40 (AG)	4%

January 19th	2	<a href="#">ASSESSMENT 2 - Finding Your Top 2 Blog Topics</a>	January 31st	May 3rd	26 (AG)	2.6%
January 19th	3	<a href="#">ASSESSMENT 3 - Finding Your Top Video Topics for your YouTube channel</a>	February 7th	May 3rd	26 (AG)	2.6%
January 19th	4	<a href="#">ASSESSMENT 4 - Finding up to 8 Twitter accounts related to your top topics</a>	February 14th	May 3rd	26 (AG)	2.6%
January 19th	5	<a href="#">ASSESSMENT 5 - Setting SMART Goals and Personal Key Performance Indicators for your Social Media</a>	February 21st	May 3rd	26 (AG)	2.6%
January 19th	6	<a href="#">ASSESSMENT 6 - How much does it cost to make a Viral Video? That Depends...</a>	February 28th	May 3rd	26 (AG)	2.6%

January 19th	7	<a href="#">ASSESSMENT 7 - Filtered Search and Influencer Collection, build and broaden your list</a>	March 7th	May 3rd	26 (AG)	2.6%
Saturday, March 13 - Sunday, March 21st	Spring Break	Spring Break	Saturday, March 13 - Sunday, March 21st	Spring Break	Spring Break	Spring Break
January 19th	8	<a href="#">ASSESSMENT 8 - Explore aspects of LINKEDIN</a>	March 28th	May 3rd	26 (AG)	2.6%
January 19th	9	<a href="#">ASSESSMENT 9 - SEO &amp; SEM Basic Understandings</a>	April 4th	May 3rd	26 (AG)	2.6%
January 19th	10	<a href="#">ASSESSMENT 10 - Taking Stock of Instagram and Pinterest</a>	April 11th	May 3rd	26 (AG)	2.6%
January 19th	11	<a href="#">ASSESSMENT 11 - Text Analytics and Text Mining Online Assessment</a>	April 18th	May 3rd	26 (AG)	2.6%

January 19th	12	<a href="#">ASSESSMENT 12N - ONLINE SECURITY &amp; GEO-LOCATION</a>	April 25th	May 3rd	26 (AG)	2.6%
January 19th	13	<a href="#">ASSESSMENT 13 - Exploring Chatbots and Building a Chatbot Prototype using Bot Society</a>	By May 3rd (best to start working on this a week or two earlier)	May 3rd	26 (AG)	2.6%
January 19th	4	<a href="#">Webliography 1 (covers Online Suggested Readings located within Sections 1-7)</a>	February 14th	May 3rd	90 (manually graded)	9%
March 24th	10	<a href="#">Webliography 2 (covers Suggested Online Readings from Section 8 to 13)</a>	April 11th	May 3rd	90 (manually graded)	9%
January 19th	1	<a href="#">DISCUSSION 1 - SECTION 1 - Please Introduce Yourselves to us</a>	January 31st	May 3rd	90 (manually graded)	9%

April 3rd	<a href="#">13</a>	<a href="#">DISCUSSION 2 - Provide your feedback on this course.</a>	By May 3rd	May 3rd	90 (manually graded)	9%
March 1st	<a href="#">7</a>	<a href="#">Journal</a>	March 23rd (Available between March 1st - May 3rd)	May 3rd	80 (manually graded)	8%
February 1st	<a href="#">Exam Folder</a>	<b>MIDTERM A</b> <i>(floating dates)</i>	February 1st - March 23rd (floating dates - take any time during this timeframe)	March 23rd	105 (AG) multiple-choice questions	10.5%
May 6th	<a href="#">Exam Folder</a>	<a href="#">FINAL EXAM A</a>	Take the exam between <a href="#">May 6th</a> - <a href="#">May 9th</a>	<a href="#">May 9th</a> <i>but please don't wait until the very last minute to take the exam!!</i>	105 (AG) multiple-choice questions	10.5%

January 19th	<a href="#">Section 13</a>	<a href="#">Extra Credit (available to all students)</a>	Open all semester	May 3rd	points assigned by the instructor upon review.	0.1% - Grade assigned by the instructor upon review of work.
January 19th	<a href="#">Course Essentials</a>	<a href="#">OPEN DISCUSSION for voicing questions and class communications</a>	Open all semester	Open all semester and moderated regularly by GAs and your instructor.	No points assigned	0%

**NOTE: Links in the online version of this Syllabus only work when the student is logged into the Canvas shell of Social Media for the Arts.**

Assessment Measures:

### **Grading Rubrics**

- Learning Objective/Goal: 1. Develop a working knowledge and personal viewpoint regarding the tools and technology of the 21st century and the Internet.
- **Assessment Method for Goal 1: Point totals, Journal content, Final Project Deliverable, and Insights.**
- Learning Objective/Goal: 2. Create new business and creative opportunities with social media and social media analytics.
- **Assessment Method for Goal 2: Student shares insights and gains they made in Journal, Final Discussion and detail the gains they made, including professional and creative opportunities through the knowledge they gain in the course.**
- Learning Objective/Goal: 3. Develop a personal approach to various aspects of digital branding, marketing, and advertising.

- **Assessment Method for Goal 3: Student presents an exceptional Final Project and creates very excellent writings in their journal and discussions.**

Criteria	Outstanding (A) 93% and above	Good (B+-B) 80% - 92.5%	Satisfactory (C+-C) 70%-79%	Unsatisfactory (D-F) Below 70%
Develop a working knowledge and personal viewpoint regarding the tools and technology of the 21st century and the Internet.	Performs <b>all</b> Course Deliverables with excellence and creativity – exhibits a superior understanding of new technologies and their impact.	Student performs <b>most</b> Course Deliverables with excellence or acceptable quality and exhibits creativity.	Performs the majority of Course Deliverables decently enough, but not well enough to be considered superior or excellent, overall.	Failed to perform most of the Course Deliverables well enough to pass, or just barely passes.
Create new business and creative opportunities with social media and social media analytics.	The student used <b>all the tools</b> and assessments provided in this course and <b>gained deeper insights into themselves resulting in new insights and opportunities (write about this in their journal)</b> . Also, <b>provides outstanding presentations</b> based on going through the processes herein.	The student used <b>many the tools</b> and assessments provided in this course and <b>gained deeper insights into themselves</b> . Also, <b>but not all presentations were exceptional</b> based on going through the processes herein.	The student uses <b>some of the tools</b> and assessments provided in this course. Also, <b>but not all presentations were exceptional</b> based on going through the processes herein.	The student failed to do the majority of the work, or present many or any noteworthy presentations.
Develop a personal approach to various aspects of digital	The student develops their approach to social	The student develops an approach to social	Student performs most of the work but	The student did not perform several

branding, marketing, and advertising.	data and analytics and can apply that understanding <b>both IN THE COURSE and in other contexts, beyond the course, in the workplace and their creative processes.</b>	data and analytics and can apply that understanding IN THE COURSE.	not in a noteworthy or exceptional way. A student can use the information from the course in the course, but without passion or deep interest.	course deliverables, and the work that was done, was in some way, lacking.
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### ***Grading Rubrics***

<b>Learning Objective/Goal: Develop a working knowledge and personal viewpoint regarding the tools and technology of the 21st century and the Internet.</b>				
<b>Assessment Method: Point totals, Journal content, Final Project Deliverable, and Insights.</b>				
<b>Criteria</b>	<b>Outstanding (A) Full credit</b>	<b>Good (B+-B)</b>	<b>Satisfactory (C+-C)</b>	<b>Unsatisfactory (D-F)</b>
Assessments	Completed work submitted on time	Work submitted on time but missing some data	Work submitted with sparse data and or late.	No submission at all
Midterm/Final Exam	Scores 93% or above	Scores 80% to 92.5%	Scores 70 to 79%	Scores below 70% on the exam
Journal	Provides personal or business insights in the first person	Complies with journal requirements but doesn't	Simply regurgitates the learnings in the course without making the	Doesn't write a journal entry, or the journal entry is too short, or off-topic.

	that applies to the course	internalize the learnings	information their own.	
Webliographies	The student fully complies with the assignment and finds another link that adds superior insight to the course material.	Student complies with the assignment and finds another link, but it does not add much value to the course material in the eyes of the GA or Professor.	The student does the Webliography, but it reads like a regurgitation of what was already written in the course – no creativity, no ability to move the ideas of the course any further.	The student did not do the webliography, or it is off topic, too short, lacks a follow-up link, or some other defect that leads GA or Professor to grade the work unsatisfactorily done.
Discussions	Student shares interesting insights about why they want to take the course and what they got out of it.	Student shares why they want to take the course and what they got out of it.	Student dials in their replies to both discussions but provides unnoteworthy or rote information.	Student fails to do one or both discussions.
Extra Credits	Students can apply themselves to additional assignments and receive additional credit.	Student applied themselves to the extra credit but didn't quite provide everything asked for, though most of it was present.	Student did the work but it was unremarkable.	Student provided the Extra Credit work but did not follow the instructions at all.

## Rutgers University Disability Policy:

Rutgers University welcomes students with disabilities into all of the University's educational programs. By 504/ADA guidelines and to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>.

## Academic Honesty:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by Rutgers or a course instructor to fulfill academic requirements.

Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. The student should review Rutgers guidelines at <http://academicintegrity.rutgers.edu/>.

Rutgers Arts Online courses may use Turnitin and Proctortrack software to authenticate student work.

## Self-Reporting Absence Application:

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <https://scheduling.rutgers.edu/scheduling/academic-calendar>.

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://newbrunswick.rutgers.edu/about/operating-status>.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to the instructor.

*Self-reporting will not be accepted as an excuse in the case of missed submission deadlines for assignments. In this case, you must contact the instructor.*

## Student Responsibility:

A responsible student is a successful student. At Rutgers, students are expected to conduct themselves maturely and responsibly, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their instructors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at Rutgers, the State University of New Jersey <http://www.rutgers.edu/academics/catalogs>.

## Requirements

Online courses require students to be motivated, self-directed learners who manage time efficiently. Students should expect to invest three to five hours per week reading, listening to music, engaging in threaded discussions, sharing with peers and instructors online, and completing assignments. To do so, students must have access to the internet and a functional email account they can access frequently.

Because this is an online course, there is no equivalent to in-class absence. Students are expected to log in regularly and may do so twenty-four hours a day. There is no requirement to be online at specific times except during exam periods, and then the student may take the exam anytime within the prescribed window. Coursework must be completed by the dates listed; there are no exceptions. Students should plan their weekly schedules accordingly to accommodate the workload.

To succeed in this course, the student must:

- Assignments are expected to be turned in by the assigned **due date for full credit or after the assigned due date for partial credit up until the last date that work can be submitted at the end of semester.** *The instructor reserves the right to accept or not accept any late submission after the **last date where work can be submitted for the semester for full or partial credit.***
- *Late submissions, if they are accepted, will be penalized with a point deduction for the work submitted late (time permitting – i.e.: at the end of the semester there is little time to accept late work before posting course grades).*

- **Technology failures *may not* be accepted as a reason for missed assignment due dates if they are not brought to our attention when they occur.** Therefore, do not leave anything until the last minute. Backup files frequently and in various locations, so work is not lost. It is the student's responsibility to alert the instructor of a technology issue immediately so that the instructor can identify alternative ways to complete or submit an assignment. We also suggest to store all work on a Cloud-Based drive – Rutgers provides such storage to all students, make use of it.
- **If there is an emergency which prevents the timely submission of an assignment, the student should contact the instructor directly, preferably before the assignment due date.** *Do not include information about a private, personal nature. The instructor will provide instructions how to get documentation supporting the event.*
- To prepare for the assessments and written assignments, the student must complete all of the readings. The student must listen to/view all the media materials if media materials are included as part of the content of the course.
- The content of presentations must adhere to the specific questions and guidelines posed by the instructor or to the thesis developed by the student and approved by the instructor. Written assignments/presentations must utilize media materials (graphic, audio, and video) if required by the instructor.

Students are responsible for all information included in the course. Failure to read all the course documents Academic Honesty Guidelines, Technical Requirements, the Rutgers Disability Policy, and Schedule of Assessment Due Dates, will not excuse anyone from requirements or policies related to the completion of the course.

## Rutgers Distance Education:

At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* defines a Distance Education course as an “educational process in which all or the majority of the instruction occurs with the instructor and student in different locations.”

A course is considered Distance Education (DE) if students receive more than ½ of the instruction (50%) at a different location than the instructor. A Distance Education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. At Rutgers Arts Online, our distance education courses are offered outside the traditional classroom setting on campus and asynchronously online. Students receive all of their instruction (100%) online. <https://www.msche.org/>

## Technology Requirements:

This course uses a learning management system called Canvas to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the utilization of a full desktop or laptop computer. Although Canvas supports the use of mobile devices, the student should intermittently log on to the course using a desktop or laptop computer to be sure that course materials are properly displaying and working.

General information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#)  
Net ID retrieval/activation at <http://NetID.rutgers.edu>

## Support Services:

Student assistance and general information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#), or the addresses are given below

Website: [Canvas Support Center](#)

Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)

Phone: 877-361-1134 (Available 24/7)

Live Chat: [Live Chat](#)

If you cannot purchase or download the suggested software programs, utilize the Rutgers Computing Labs for available computers <https://oit-nb.rutgers.edu/labs>. There are many Computing Labs at Rutgers, for locations and times visit <https://oit-nb.rutgers.edu/labs>. Software or hardware can be purchased at through the University Software Portal website <https://oit-nb.rutgers.edu/service/university-software-portal>.

## Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email.
2. Attach files to an email message.
3. Locate system information (e.g., browser version, operating system, etc.) for troubleshooting.
4. Recognize, use, and create hyperlinks.
5. Use of basic Microsoft Office programs; this is necessary for this course.
6. Download and install software (including utilities, plug-ins, and apps);

7. Copy and paste text using a computer.
8. Scan and remove computer viruses.
9. Plug in external devices to a computer.
10. Save files to an external device (e.g., flash drive, CD, or DVD);
11. Use an internet search engine to locate credible online resources.
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Tutorials may be found at:

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>

## Online Student Etiquette:

This course may host synchronous or asynchronous online meetings. During these sessions consider the following:

- *Keep chats on the topic.* Avoid inappropriate conversations that may distract others from the course topic or objective.
- *Avoid strong/loud language. Be polite. Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it conveys the intended feeling.*
- *Respect the privacy of peers.* Do not post someone's personal information online without their expressed permission.
- *Use appropriate dress code on camera.* During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- *Be mindful of background noise and scene/location. Take advantage of quiet areas to prevent distractions to classmates. Avoid offensive décor or noise.*
- *Be helpful.* Assist classmates in understanding course materials.

## Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

## Student Wellness Services:

### [Just In Case Web App.](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### Counseling, ADAP & Psychiatric Services (CAPS)

17 Senior Street, New Brunswick, NJ 08901

(848) 932-7884

[www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy, and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

[www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

## Disability Services

Lucy Stone Hall, Suite A145, Livingston Campus,

54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 Tel (848) 445-6800

<https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. A student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>.

**NOTE: Disability Letters of Accommodation WILL NOT BE ACCEPTED at or near the End of the Semester. We must receive LOA's by the semester midpoint, or else they will not be accepted.**

## Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.