

CODE320

Digital Collaborations  
Blended/Hybrid

Fall 2024

Wednesdays 3:00-4:15

Peck 1405

(second meeting time weekly in

IRIS Center as scheduled)

# About the Instructor

**Name**: Jacqueline Shea, Ph.D.

**Phone**: 618-650-3380

**Email**:

**Office Hours**:

## Welcome

CODE 320 is the culminating experience for the Community-Oriented Digital Engagement Scholars Program. Over the last two years, you’ve studied your problem from multiple perspectives using the tools of several disciplines. You interviewed community members, analyzed survey data, and run experiments. Now you will combine what you’ve learned into one final digital project with multiple useable products that tells the story of Alton in relation to your community organization and the problem you’ve been addressing. Our problems are called wicked for a reason: they have many interdependent factors. Your own thinking may have shifted dramatically from where we began, and understanding your problem in a broader context will require reframing and additional research. As you finish up your work and create two products for a variety of audiences, you will use cultural remix, graphic design, creative non-fiction, and data visualization to make your analysis vibrantly clear.

You are welcome to visit CODES Director Dr. Jessica DeSpain to discuss life goals, CODES participation, or just to say hello! She will want to meet with you at least once this semester, so be on the lookout for that communication!

Dr. Jessica DeSpain

Peck Hall 2210

[jdespai@siue.edu](mailto:jdespai@siue.edu)

Office hours: MW 1:30-3:00

## **Bio**

[Allows students to know you as a person and models how you would like sharing between students to go. Write in the first person. Include publications, interests, professional experiences, and anything else you would like students to know about you].

## **Teaching Philosophy**

[A short statement covering your teaching approach and style, core beliefs about your approach to students, content or teaching]

## **Communicating with the Instructor**

[How should students contact you and what are your policies/timeline for responding to student questions?]

# About the Course

## **Course description**

Students complete a public-facing digital collaborative project to explain problem and propose solutions; outcomes incorporate creative non-fiction, graphic design, and data visualization.

## **Prerequisite knowledge and credit hours**

There are no co-requisites with this course. Students must have completed the first four semesters of coursework in the CODES sequence with a C or better before enrolling in CODE320, including CODE120, CODE121, CODE122, CODE123, CODE220, and CODE221.

## **Course goals and objectives**

* Reframe the scope and context of the problem and broader theme with additional research
* Use systems thinking to identify misconceptions about the problem, conceptualize the interdependent factors involved, and consider the implications for multiple stakeholders
* Synthesize context, data, and evidence compiled in previous research teams courses to communicate the complexity of the problem
* Create polished, usable products for stakeholders related to your problem
* Develop and implement a dissemination plan for your work

## **Course Materials**

## Blackboard

All required materials will be available on the course Blackboard site. Blackboard is the web-based course management system used at SIUe. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

View the [Anthology Blackboard Privacy Statement](https://www.anthology.com/trust-center/privacy-statement) to review how your data is being used and stored.

Course WordPress Site and ePortfolio

The course website is an important space this semester for sharing observations and reflections of our on-site experiences. The data and content we collect, analyze, and synthesize there will provide the basis for what happens in CODE 320: Digital Collaborations, your culminating course in the program. You should also archive all assignments as individual pages on your ePortfolio. You can find links and logins to all of those sites on the [ePortfolio](https://eportfolio.siue.edu/codes-class-of-2027-eportfolio-gallery/) website. Important guidance about how to use these sites and the content that belongs on them are available for you on the [CODES Resource site](https://iris.siue.edu/codes/).

Direct Link to ePortfolio logins and Course sites: <https://eportfolio.siue.edu>

Transportation

The CODES program is committed to finding students transportation to/from the community site by reimbursing students for travel costs, arranging for carpooling, or by providing University transportation as necessary. Travel arrangements will be discussed in class.

## **Course Activities and Assignments**

**Reflections (4)**

You will write four one-page reflections throughout the course of the semester that will help you analyze the readings and apply them to your work on the project.

**CODES Capstone Project**

*Individual Product Contributions*

You will each be responsible for writing, revising, preparing for production, and disseminating two products relates to your work in CODES. Each of your products should be designed for a different audience. You can and should use creative and digital methods for your products including podcasting, video production, infographics or data visualizations. Given that each project is different, the products may take several forms. For example, the team engaged in digital storytelling with middle schools might create a guide on how to build trust in short-term informal learning environments for teachers, they might develop a digital storytelling handbook aimed at middle schoolers, or they might design an action plan for Alton about how to deal with issues of youth violence. All of these would draw on research and work the group already engaged in, but the team would be refining that work, conducting additional research, and getting everything up to production quality. We will discuss, on an individual basis, what constitutes a product of the right size and difficulty for the assignment

*Group Project*

In addition to the individual contributions, your team will revamp their course website into a showcase of the work they have done over their time in CODES; the finished product should include a problem statement, a synopsis of the research and on-site work, reflections on the process, and access to products.

The group project includes the following completion steps

1. Proposal
2. Finished website with all products
3. Presentation at Fall IRIS Showcase

**Learning Contract and ePortfolio**

In this course we use [contract grading](https://iris.siue.edu/codes/instructors/curriculum-resources/contract-grading/) coupled with an ePortfolio of artifacts of your work to give you more ownership over your learning and to focus more on the process of learning rather than a finished product. In your learning contract, you will describe what you want to learn this semester and how you will organize your time to learn it. You will identify five goals for the semester based on the [CODES Learning Outcomes](https://iris.siue.edu/codes/instructors/curriculum-resources/learning-outcomes/). You’ll decide how much importance you want each goal to have by weighting them with a percentage. I won’t be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will add a portfolio of your learning to your [CODES ePortfolio](https://iris.siue.edu/codes/students/eportfolios/) for the class that will be due at midterm and at semester’s end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. **You should be adding to your ePortfolio page for the course all semester!** I will give you a letter grade at midterm and assign a final letter grade at semester’s end based on how well your portfolio demonstrates you’ve met your learning goals. The basic standards listed below should guide your in-class commitment.

|  |  |  |
| --- | --- | --- |
| A Work | B Work | C Work |
| * Misses one class or less, or completes make-up work for excused absences * Annotates all readings thoroughly * Makes substantive comments in discussions * Completes **all** assignments **on time** * Work demonstrates intellectual engagement, care, effort, and growth in response to feedback * Collaborates substantially, contributes to vision, works equally with peers | * Misses two classes or less, or completes make-up work for excused absences * Annotates readings * -Often participates in discussion * Completes all major assignments **on time** * Completes most reflections **on time** * Work demonstrates care, effort and growth in response to feedback * Collaborates equally, completes required work | * Misses three classes or less, or completes make-up work for excused absences * Completes most readings * -Sometimes adds to discussion * Completes **all** major assignments on time * Completes at least three reflections * Meets minimal expectations on assignments; shows limited growth in response to feedback * Completes required collaborative work |

# Course and University Policies

## **CODE of Conduct**

When CODE Scholars accept their scholarship, they agree to a [CODE of Conduct](https://iris.siue.edu/codes/code-of-conduct/). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best intentions of others. The CODE of Conduct also asks you to dedicate your time to learning for learning’s sake. Remember that just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. This means pushing yourself to try hard things, completing the course readings, and approaching your work with interest and curiosity.

## Late or Missed Assignments and Activities

To stay on schedule, receive prompt feedback, and be successful in class, it is important to meet our agreed upon deadlines. You will have readings, videos, and activities to complete outside of class that will prepare you for collaborative, activity-based in-class work. Each assignment builds on the one before it, so falling behind jeopardizes all your future work. If an emergency arises, or you are struggling with an assignment, I will consider an assignment extension with advanced notice. I will not, however, accept late assignments without an approved extension request. **You can only earn an A in the course by completing all class assignments on time.**

**Use of Devices in and Out of Class**

One goal of CODES is to help students form a digital identity and understand their role in a society that takes place through face-to-face and digital interactions. Good digital citizens know how to devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructors require your attention, you should be focusing on them with earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, then you may have computers or phones out. You should be savvy (and respectful enough) to know the difference. Also, show empathy and care to other members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.

## Attendance and Participation

Research team courses depend on the active attendance and participation of every student. If you are missing class, you will be jeopardizing not just your own grade, but the work of your teammates, and the quality of the project we have committed to complete for our community organization. Attendance and participation are a vital part of your work and are factored into evaluations of your ePortfolio at midterm and the course’s end. Students who miss more than three classes are in danger of failing the course.

## Number of Preparation Hours

As with any undergraduate course, you should spend two hours outside of class for every hour in class. This class meets for two hours and fifty minutes per week, which means you should expect to spend six hours per week outside of class on readings, studying, assignments, etc.

## Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial diversity of CODES exceed that of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or by calling [618-650-2842](tel:618-650-2842).

## Academic Integrity/Plagiarism

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](http://www.siue.edu/policies/1i6.shtml). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](http://www.siue.edu/policies/3c2.shtml).

A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. Plagiarism is the unacknowledged use of others’ words or ideas. You should adhere to x style guidelines to avoid plagiarizing. SIUE specifically states that: “The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one’s own.” **Students who plagiarize are in danger of failing the course and will be reported to the Provost—no exceptions.**

**The Use of Artificial Intelligence**

When noted, you may use AI (ChatGPT and image generation tools) in this class. Learning to use AI tools is an important skill. You must, however, be aware of some of their limits:

* If you provide minimum effort in your prompts, you results will reflect that. Refine prompts for quality outcomes.
* Don’t trust the output. If the results include a number or fact, assume it is wrong unless you can verify it. You are responsible for inaccuracies, errors, or omissions.
* Just like with any source, you should acknowledge AI usage. Include a paragraph at the end of your assignment explaining how you used the tool, how much of the content is AI-generated, and what prompts you used. Failure to do so is in violation of the course’s academic honesty policies.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

If you find that you need additional support, please reach out to me know.

## Additional University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

## Regular and Substantive Interaction

## Recordings of Class Content

## Diversity and Inclusion

## Pregnancy and Newly Parenting Policy

## Services for Students Needing Accommodations (ACCESS)

## Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)

## Cougar Care

## Student Success Coaches

**The IRIS Center**

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center.

Dr. Margaret Smith in the IRIS Center can support you with many of the technical and design aspects of CODES, including video production, web development, and ePortfolio support.

Dr. Margaret Smith

2228 Peck Hall

Tuesday and Wednesday, 2:00-4:00 pm

| **Schedule of Activities**  **\*Subject to Change** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Note**: This course is hybrid so that you can have a weekly team meeting in IRIS to work on key aspects of your project. Team meetings will include a mix of supervised weeks someone in CODES who will offer advice with key aspects of your project and unsupervised work sessions. Our in-class time on Wednesdays will be devoted to discussion and workshopping your projects. | | | | | |
| **Dates** | **Learning Activities** | | **Assignments** | | **Due Dates** |
| **Week 1-Reflect** | | | | | |
| **August 21** | -Introductions; syllabus  -Discussion about student goals and outcomes; based on the meetings at orientation, what are the major projects they would like to complete?  -How to schedule the IRIS Center | | **-First Draft of Learning Contract due** | | August 28 |
| **Team Meeting** | Unsupervised-Use mind mapping, make lists, and brainstorm about what you want to do to finish out the project | | | | |
| **Week 2-Reflect** | | | | | |
| **August 28** | -Discuss initial meetings and early plans for products; brainstorm about how to strengthen work | | -Read selection from Adrienne Maree Brown *Emergent Strategy*  -Reflection #1 about work to this point and how Brown’s emergent strategy might allow for new ideas as you re-envision for the semester | | September 4 |
| **Team Meeting** | Supervised-Visit from team faculty and partners to share brainstorms and discuss plans for final products and reflections | | | | |
| **Week 3-Re-envision** | | | | | |
| **September 4** | -Discuss *Emergent Strategy*, reflections, and application to project proposals | | -**Team Proposals due on Research Team site**; prepare to present to classmates  -Meet with me during week to discuss contract  -Final contract due on ePortfolio | | September 11 |
| **Team Meeting** | Unsupervised- finish work on proposals and prepare for presentation | | | | |
| **Week 4-Re-envision** | | | | | |
| **September 11** | -Present team proposals | | -Read except from Seth Darling and Douglas Sisterson, *How to Change Minds about our Changing Climate*  -Reflection #2 | | September 18 |
| **Team Meeting** | Supervised-Discuss feedback from proposal conversation; needed revisions; plans for research; make sure roles and responsibilities are clearly delineated | | | | |
| **Week 5-Audience Analysis** | | | | | |
| **September 18** | **-**Discuss reading and reflections; brainstorm strategies for reaching different kinds of readers  - Revisit specific products; how might you use image, audio, experimental forms? | | -Bring in a model for product #1 | | September 25 |
| **Team Meeting** | Unsupervised-Make needed changes to plans and products based on audience analysis; draft product #1 | | | | |
| **Week 6-Craft** | | | | | |
| **September 25** | -Discuss models; how do others’ models help us rethink products | | -Bring in first draft of product #1 | | October 2 |
| **Team Meeting** | Unsupervised: Work on product #1 | | | | |
| **Week 7-Craft** | | | | | |
| **October 2** | Workshop of Product #1 | | -Read selections from *You Can’t Make This Stuff Up*  -Reflection #3 | | October 9 |
| **Team Meeting** | Supervised: Discussed needed revisions, plans for product #2 | | | | |
| **Week 8-Craft** | | | | | |
| **October 9** | -Discuss reading; product #2, and ePortfolios  -Visit from career services | | -Submit ePortfolio 48 hours before appt.  -Share tips from a helpful meta-source for Product #2  -Reflection #4 | | October 16 |
| **Team Meeting** | **No regular team meeting-attend ePortfolio meeting with me** | | | | |
| **Week 9-Craft** | | | | | |
| **October 16** | -Creative Exercise from *Getting to the Truth*  -Share tips from meta-sources | | -Rough Draft of Product #2 | | October 23 |
| **Team Meeting** | Unsupervised: Work on Product #2 | | | | |
| **Week 10-Revise** | | | | | |
| **October 23** | Workshop of Product #2 | | -Read selections from *You Can’t Make This Stuff Up*  -New versions of products | | October 30 |
| **Team Meeting** | Supervised: Discuss outcomes of workshop and make plans to revise | | | | |
| **Week 11-Revise** | | | | | |
| **October 30** | -Discuss and practice revision strategies in class  -Discuss dissemination plans | | **-Dissemination Plan** | | November 6 |
| **Team Meeting** | Unsupervised: Continue revising, draft dissemination plan, discuss group contribution to project framing | | | | |
| **Week 12-Revise** | | | | | |
| **November 6** | -Workshop dissemination plans  -Discuss group contributions | | **-Group contribution draft** | | November 13 |
| **Team Meeting** | Supervised: Discuss dissemination, draft group contribution | | | | |
| **Week 13-Disemminate** | | | | | |
| **November 13** | -Workshop group contribution | | **-Rough Draft of Complete Final Project** | | November 20 |
| **Team Meeting** | Unsupervised-Work toward completion of project; launch pieces of dissemination plan | | | | |
| **Week 14-Disemminate** | | | | | |
| **November 20** | -Workshop complete final project | | -Continue working on final project | |  |
| **Team Meeting** | Supervised-Discuss needed revisions and time to work | | | | |
| **Week 15** | **NO CLASS-THANKSGIVING** | | | | |
| **December 4** | -Practice presentation  -Discuss semester wrap-up | **-Final Project and Individual Products due**  **-Final ePortfolio** | | **December 9, 11:59 pm** | |
| **Team Meeting** | Unsupervised-Finalize all project materials prior to final submission | | | | |
| **December 4** | **IRIS Center Showcase 4:30, Lovejoy Library** | | | | |