Course Objectives
- Explore the effects of technology and social media on society.
- Review research on how YOU and digital users engage with content.
- Learn innovative ways to produce ANY engaging content
.

Your Learning Outcomes
By the end of the course, you will be able to:
- Identify the <u>dominant</u> variables affecting attention to digital content.
- Apply new strategies to increase the probability that **more** users will consume **more** of your digital content for **longer** periods of time.
- Use analytical tools to analyze social media engagement.

Key Points
- 11 ten-point Tasks opened after Tuesday's ZOOM can be concluded during the class period. One Tues Task can be skipped (see "free grades below).
- 11 ten-point quizzes are opened after Tuesday's ZOOM for 24 hours. Your lowest quiz score is dropped (see "free grades below).
- 11 two-point quiz study notes from Thursday's recording are submitted <u>for credit</u> (see "free grades below).
- 11 twenty-point weekend assignments from Thursday's recording are submitted. **Those choosing to ignore Thursday's scheduled 11-12:15 class period do so at their own risk since that class time can be used to complete coursework** There are no "free" weekend assignments. <u>One</u> late assignment due to an unexcused absence earns up to 50% credit. Projects 1 and 2 CANNOT be "made up" given their long-lead times to complete. No more than THREE missed assignments for unexcused absences this semester can be "made up."
- Participation in a large virtual course is challenging but <u>you earn credit</u> for sharing your work in a Zoom or recorded session! When selected, you are notified you can be prepared.

Weekly Deadlines
AFTER EACH TUESDAY ZOOM
- **11 TUESDAY TASKS** DUE 12:30 PM TUESDAYS
- **11 QUIZZES** OPEN 24 HOURS DUE NOON WEDNESDAY.
  (Lowest score of 11 quizzes dropped)

WITH EACH THURSDAY RECORDING
- **11 STUDY GUIDES FOR THE NEXT QUIZ** OPEN 11 AM THUR, DUE MIDNIGHT SATURDAY NIGHT
- **11 THURSDAY ASSIGNMENTS** OPEN ON SELECTED WEEKS DUE BY MIDNIGHT SUNDAY NIGHT.

Three "free" grades
One "FREE" quiz (lowest quiz is dropped), one Tuesday Task AND one quiz study guide are possible provided you submit the form under ELMS Modules. Excused absences can be made up without penalty provided the form and documentation is submitted on ELMS. Please do not email docs to me.

Course Summary
When this course was introduced as the first of 12 "iSeries" courses in 2012, *TikTok* and *Instagram* didn't exist, and devices couldn't be unlocked with a face. The course focuses on how digital technology can affect your attention, emotions, attention, communication, education, career, and daily life.

Dr. Ronald Yaros
<u>student@yaros.vip</u>
for the quickest response. Please do not use my <u>umd.edu</u> addy or office phone number.

Class Meetings
Synchronous ZOOM
Tuesdays 11:00 AM – 12:15

Asynchronous recordings
Posted on ELMS Thursdays At 11:00 AM with deadline for quiz study notes and assignments

Office Hours (Zoom)
Mondays by appt and Tuesdays 11:45-12:15 (In-person, Knight Hall) by appointment

Course Communication
ELMS announcements For my text deadline reminders text @j289 to 81010.

To report absences or to ask course questions please complete the form under ELMS "Modules."

Your Participation Grade

Four ways to **maximize** your participation grade are: (**1**) Using the Flip app to introduce yourself and share subsequent responses in the semester with the class, (**2**) Attending Tuesday's synchronous meetings with your camera on, (**3**) Sharing your work during Tuesday's ZOOM (after being notified before the meeting) and (**4**) <u>Promptly</u> responding to interactive polls or features. (Responses are recorded to document participation.) Ways to **decrease** your participation grade include failing to complete the four ways above or **attending Zoom but failing to leave at the end, suggesting you are attending to something other than** Zoom.

Grade Summary

Grades are not given. They are earned. I <u>always</u> assume that the work you submit for every task and assignment is <u>your best work</u>. Any grade disputes should be submitted within one week after the assignment, NOT during the last week of class. In fairness to all, do not submit requests to make up missed assignments without documentation or a UMD excused absence.

Assessments	Each	Points	Weight
MODULE 1: (8 weeks) *Digital Content and its Users*			
Tuesday's Tasks 1-7	10	70	
Thursday's Recording Study Guide 1-6	2	12	
Thursday's Assignments 1-5 (Including Project 1)	20+50	130	
ELMS Quizzes 1-7	10	70	
Module 1 Total		**282**	**65 %**
MODULE 2: (7 weeks) *Social Media and Its Effects*			
Tuesday's Tasks 8-11	10	40	
Thursday's Recording Study Guide 7-11	2	10	
Assignments 8-11 (including Project 2)	30+40	70	
ELMS Quizzes 8-11 (lowest quiz score dropped)	10	30	
Module 2 Total		**150**	**34 %**
Participation (Sharing)		5	1 %
GRAND TOTAL		**437**	**100%**

Final Grade Cutoffs									
		87.00%	**+**	77.00%	**+**	67.00%			
A	94.00%	**B**	84.00%	**C**	74.00%	**D**	64.00%	**F**	< 60.0%
-	90.00%	**-**	80.00%	**-**	70.00%	**-**	60.00%		

Tips for Success in this Online Course

1. **DON'T FALL BEHIND!** This relatively unique online course with one live ZOOM and one virtual session moves quickly with weekly tasks, assignments, and quizzes. Each week often builds on previous weeks. If you start falling behind, notify me as soon as possible because it can be difficult to keep up with the course if you fall behind. In fairness to all, All missed work cannot be simply made up after each module or late in the semester. **Receive critical deadline reminders, class cancellations, etc., by texting from j289 to 81010. (You do NOT need to create an account or download the Remind app to receive my texts, and your number is automatically deleted from the system at the end of the semester.) You can use ELMS only for announcements, but deadline reminders are not sent through ELMS.** I suggest you log in to ELMS-Canvas several times a week to view the items and deadlines listed on the right side of the page AND "modules" for the upcoming tasks.

2. **Managing your time.** As studied and applied in this course, the mindset of "continuous partial attention" – not simple multitasking- threatens the attention of ANYONE with a mobile digital device that provides a continuous stream of unlimited information on demand. This means productivity requires a firm schedule where the device is removed or turned off to complete required work and meet deadlines. Research shows this condition is continuous even for students with devices in another room, demonstrating how difficult it is for most users to maintain digital self-regulation. In addition, I understand that you have obligations outside of this class. This is another reason why students do best when they plan adequate time devoted to coursework. Block your schedule and set aside time to complete assignments, including extra time to deal with any technology-related problems.

3. **Participate.** I hope you will engage, ask questions, and discuss course content with me and your classmates. We learn from discussing ideas and perspectives with others. Participation can also help you articulate your thoughts and develop critical thinking skills for upcoming quiz questions. Simply "attending" a class without attention, notes, or participation is often a waste of time since meaningful learning does not occur by simply opening a Zoom session.

4. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you struggle with a course concept, contact your classmates and me for support.

Policies and Resources for Undergraduate Courses

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' list of campus policies and contact me if you have questions.

Attendance and punctuality

It is important that you attend every class and show up on time. To do otherwise will negatively affect your grade because you will be missing reporting and writing instruction, class discussions, quizzes, and assignments. The dropped grade policy (as described in the grading section above) is designed to accommodate missed class assignments due to brief illness and emergencies. Please notify the instructor in advance, if possible, if you will be missing class due to illness or emergency so that arrangements can be made to get notes to you.

If you become seriously ill during the semester, please contact me as soon as possible. Please include a note from your doctor, if possible. Please also let me know if someone in your immediate family is hospitalized or if there is a death in your immediate family. I understand how difficult these situations can be, and I will work with you through any such crisis to try to help you finish this class. **Per UMD's policy, "Absences stemming from work duties other than a military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for an excused absence."**

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit UMD's Student Academic Support Services website to learn more about the wide range of campus resources available to you.

You should also know there are a wide range of resources to support you with whatever you might need (UMD's Student Resources and Services website may help).

Staying Healthy
One of the keys to success in college (and life) is staying as healthy as possible both physically and mentally. Thankfully, UMD has resources to help students with this.

The University Health Center offers telemedicine and in-person appointments as well as a HEAL Line and an after hours nurse line at: 301-314-9386. Please reach out to the Health Center or your personal physician if you are feeling ill. **Do not come to class if you are ill.** Instead, please notify me in advance that you will be missing class.

It's also crucial to look after your own mental health. These are difficult times in many ways, and many students struggle in ways they never expected. If you find yourself needing to speak with someone about a personal struggle, please consider visiting UMD's Counseling Center.

Here are some other important links:

The UMD Mental Health Service offers walk-in services for students suffering from mental health crises. Please go there if you are feeling suicidal, if you are experiencing panic attacks or if you are concerned about a friend or a student who may be at risk.

The UMD Substance Abuse Intervention and Treatment (SUIT) Office is the place to go if you or a friend may be struggling with a substance abuse issue.

Campus Advocates Respond and Educate to Stop Violence provides free, confidential advocacy and therapy services to primary and secondary survivors of sexual assault, relationship violence, stalking and sexual harassment.

Notice of Mandatory Reporting
As a faculty member, I am designated as a "responsible university employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX coordinator, per university policy. If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu. To view further information, please visit the Office of Civil Rights and Sexual Misconduct's website at ocrsm.umd.edu.

Academic Integrity
Along with certain rights, students have the responsibility to behave honorably in an academic environment. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism, will not be tolerated. Adhering to a high ethical standard is of special importance in journalism, where reliability and credibility are the cornerstones of the field. Therefore, the college has adopted a "zero tolerance" policy on academic dishonesty. Any abridgment of academic integrity standards in a College of Journalism course will be referred to the college's associate dean and will likely be referred to the university's Office of Student Conduct. To ensure this is understood, all students are asked to sign an academic integrity pledge at the beginning of the semester that will cover all assignments in this course. Students found to have violated the university's honor code may face sanctions, including a grade of XF for the course, suspension or expulsion from the university.

Artificial Intelligence
I expect the work you complete in this course to be your own. You must properly attribute any material that you did not create yourself — including text, photos, video, graphics and more. There may be opportunities to use artificial intelligence tools such as ChatGPT in our workflow — but only at my direction or with my specific permission.

Religious holidays
There will be no tests or major assignments scheduled on religious holidays identified by the university. If you expect to miss a class during the semester due to a religious holiday, please notify the instructor in writing before the start of the second class.

Inclement weather (still applies to our online course)
If the university closes due to weather (snow, ice, hurricanes, tornadoes, earthquakes) or other emergencies and class must be canceled, students will be advised of assignment adjustments by the instructor. We will likely use our class ELMS site to make these notifications and/or conduct a virtual class. Please check the university's home page if in doubt about whether or not classes have been canceled on campus. Please also consider signing up for other emergency alerts from campus.

Diversity, Equity, and Inclusion

The University of Maryland has long promoted diversity, equity and inclusion as core values. We recognize a diverse educational community as one of our greatest strengths. Recognizing that all individuals have a unique background, we strive to create a vibrant learning community for all participants in class. Visit the websites of the Office of Diversity & Inclusion and the TerrapinSTRONG initiative to learn more about Diversity, Equity, and Inclusion at Maryland.

Land Acknowledgement

Every community owes its existence and strength to the generations before them, around the world, who contributed their hopes, dreams, and energy into making the history that led to this moment.

Truth and acknowledgment are critical in building mutual respect and connections across all barriers of heritage and difference. So, we acknowledge the truth that is often buried: We are on the ancestral lands of the Piscataway People, who are the ancestral stewards of this sacred land. It is their historical responsibility to advocate for the four-legged, the winged, those that crawl, and those that swim. They remind us that clean air and pristine waterways are essential to all life. This Land Acknowledgement is a vocal reminder for each of us as two-legends to ensure our physical environment is in better condition than what we inherited for the health and prosperity of future generations.

Names and self-identification

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit the Rainbow Terrapin Network and Why Pronouns Matter to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion and disability is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for your fellow Terps.

Students with disabilities

Students with a specific disability (permanent or temporary, physical or learning) needing accommodation during the semester should make an appointment to meet with the instructor as soon as possible after the first class. Students will be asked to provide the instructor with the accommodation letter developed for the student by the Accessibility and Disability Service on campus. To schedule an appointment with the ADS, call 301-314-7682 or stop by the Disability Support Service front desk in the Shoemaker Building, Room 0106. The office is open 8:30 a.m. to 4:30 p.m. Monday through Friday. Find additional resources here.

This is the full link to the Accessibility and Disability Services website: https://counseling.umd.edu/ads

Communication with Peers

I encourage you to exercise your right to free speech. I will make every reasonable attempt to create an atmosphere in which you feel comfortable voicing thoughts without fear of being personally attacked, mocked, demeaned, or devalued. But this course is NOT the space for intimidation or harassment.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

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