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Student Hours
In-Person & Gather.Town
Mon. 3 – 4 PM
Tues. 11 AM – 12 PM
Thurs 10 AM – 12 PM
or by appointment

Fall 2023
Tues & Thursday
3:30 – 4:45 PM
Simpkins 321

[Class Website](#)

ENG 388: Writing for the Web – Foodways Research

What's your favorite food? Where does it originate? What is the most popular food on campus? In Illinois? These are just a few of the questions we'll explore as we learn basic HTML, build websites, and create food-themed digital texts. This course considers what it means to write in a digital environment. You will use and analyze collaborative online platforms and consider topics including social media, blogging, privacy, writing with artificial intelligence (AI), and honing the skills you need to analyze and create content for a specific audience.

Goals

- Explain theories for writing digital content
- Learn basic HTML and CSS
- Create accessible digital texts (social media posts and website)
- Analyze the audience, purpose, genre conventions, and situational constraints for digital writing
- Collaborate with others to improve your writing
- Identify and analyze potential ethical issues, such as the confidentiality of information or misinformation

Participation & Late Work

Participation is vital to your ability to understand the course material. Most classes, there will be an activity that builds toward major projects. These activities are low-stakes meaning that if you turn them in by the end of class, you receive full credit; however, they must be completed during class. Instructions will not be available unless you show up.

Late work: I don't accept late work (barring extreme circumstances). You must bring all your work to class. Extensions will not be granted for in-class activities. See the **Extension Policy** on page 5 for more details.

Workshop Expectations

We will workshop major assignment deliverables throughout the semester. Specific workshop guidelines will be provided to ensure you receive constructive feedback that contributes to your project's overall goals. Bring your workshop drafts to class the day they're listed on the syllabus. You will work in groups of 2-3 to read and respond to work-in-progress (WIP).

To receive full credit for workshop, you must:

- Come to class on time
- Make sure your draft is easily accessible
- Participate in the workshop activity
- Submit your draft for instructor feedback by 11:59 PM

Even if you don't have a draft, you should still come to workshop. You can receive partial credit, and seeing what your colleagues create can give you ideas.

Course Description

Theory and practice in writing for the demands of the web: brief, modular, visually oriented, and accessible

Pre-Requisite

ENG 180 and 280, or consent of instructor

Required Materials

Reading

- Horton, S., and Quesenbery, W. (2013). *A Web for Everyone*.
- Lawrence, D. (2022). *Digital Writing*.
- Zeide, A. (2023). *US History in 15 Foods*.
- Other texts posted to Western Online

Software

- Microsoft Word: [Available for free through WIU](#)
- [Discord](#)
- [Canva](#)
- [GitHub](#)
- [Hyphotes.is](#)

Assignment Overview

- In-Class Activities and Homework (20%)
- Project 1: Storytelling on Social Media (25%)
- Project 2: Content Creation and Initial Website Design (30%)
- Project 3: Digital Portfolio – Hand-Coded Website (25%)

Email & Discord Policy

I typically respond to emails within 24 hours, M – F, 9 AM – 5 PM. I do check my email after that and on the weekends, but not as frequently as I try to keep a work-life balance. Please take this response time into account when reaching out. Additionally, I do not accept assignments via email.

We will use Discord for class announcements and activities. I have Discord set up to notify me when someone posts, and it's the quickest way to ask me and the rest of the class a question.

I encourage you to answer each other's questions.

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Course Policy on the Use of Artificial Intelligence (AI)

ENG 388 is a course in the Professional Writing Minor. As professional writers, your job is to communicate information to a specialized or more general audience with little to no background on the topic. Professional writers know how to use a variety of tools to create and circulate their messages. One of those tools is Artificial Intelligence (AI). AI tools, including but not limited to Generative AI (GenAI) like ChatGPT, can help with content creation at various stages.

Each of your professors might have different policies about using GenAI, but here are some guidelines for this course.

- **Brainstorming:** You can use AI to develop topic ideas, find examples, and create outlines for written content and website designs.
- **Drafting:** Some AI tools can help you generate content during the drafting stage.
- **Revising:** Use AI to check grammar, style, and make your writing concise.

We will use ChatGPT at various points throughout the semester; however, I want to emphasize that you may not use GenAI to produce a deliverable in its entirety. I expect you to modify what AI gives you—it doesn't know what it's saying. AI spits out words based on the prompt you feed it, and what it says could be real or made up and can contribute to promoting biased language practices and circulating misinformation. Therefore, you must think critically about what it gives you. To do so, you'll explain how you used AI in your Accessibility & Design Philosophy statement for Project 3.

How to Engage Texts and Prepare for Class

I will refer to our course materials as texts because we will read books and articles, listen to podcasts, and browse websites. Please come to class each week ready to discuss the assigned texts. We all need to read and write to get the most out of this course. Therefore, I expect you to read/listen to all of the material assigned for each discussion.

When reading, take notes on the following:

- Write down questions you have
- List and define key terms
- Note how what you're reading for each class connects to other texts we've engaged
- Consider how what you're reading contributes to class projects
- Pay attention to *how* texts are written and designed
 - What goes in the intro, body, and conclusion?
 - How are sources used to support claims?
 - What does the page layout of a website look like?

Bring your notes to class to start discussions and complete assignments.

Western Online Access & Technical Requirements

You will submit assignments and access course materials through Western Online (WO). Familiarize yourself with our WO course layout. Do you know where to find due dates? What about rubrics? Accessing WO often is essential to succeeding in this course.

Additionally, you can view the technical requirements for Western Online [on CTR's resources page](#).

Technical Support

Technical support is available through the University Technology (uTech) Support Center

- Phone: (309) 298-8324
- Email: support@wiu.edu
- Website: http://www.wiu.edu/university_technology/

Brief Assignment Descriptions

Assignment sheets and rubrics will be available on WO and our external course website, but here are some short descriptions to give you an overview:

In-Class Activities and Homework (20%)

Much of our class time will be spent completing small activities and workshopping. Activities include but aren't limited to quizzes, coding exercises, brainstorming project and layout ideas, participating in workshops, and discussing your work-in-progress (WIP). You'll be required to complete these activities during class. The goal isn't to create something perfect—rather, I expect you to try your best, show progress, and build toward final deliverables.

You'll notice there's not a lot of traditional "homework." You might need to start drafting or finish activities to bring in and work on during the next class period. For example, you might need to research food in Illinois or find inspiring blog designs. I want you to get into the habit of working on your projects outside of class and know that all graded activities are indicated on the syllabus.

We'll discuss and apply readings during class, but we won't always discuss everything as thoroughly. Even if we don't do a deep dive into a specific chapter, I expect you to know and apply the content.

Project 1: Storytelling on Social Media (25%)

The first major assignment introduces you to our topic (foodways research) and digital content creation for social media. You'll learn the theory and practice behind writing and designing image-driven content for Instagram. The overall assignment tasks you with creating an Instagram profile, putting together a collection of 5 Instagram posts that explore food's cultural and social qualities, and writing a project memo.

Project 2: Content Creation and Initial Website Design (30 %)

Over the course of the semester, you'll draft the content for your final Digital Portfolio. You will choose to research and write about a specific recipe, location/restaurant/food scene, or local food-related initiative. You will write 7 regular content (300+ words) and 1 cornerstone content (900+ words) blog posts that explore your topic's cultural, social, and political components.

In addition to drafting the blog posts, you'll begin writing the HTML and CSS for your website and composing a statement that critically examines your design to account for the rhetorical choices behind the layout and its accessibility (known as the Accessibility & Design Philosophy).

Project 3: Digital Portfolio – Hand-Coded Website (25 %)

The final project is a small, hand-coded website featuring your foodways research. You'll create and link to 5 additional Instagram posts related to your blog content and revise 5 regular content posts and the cornerstone content post to create a cohesive portfolio. Your final portfolio will also include an About Me page that introduces readers to who you are, an Accessibility & Design Philosophy page that explains your design choices, a Project Abstract page that provides a 250-word research summary, and a References page (APA).

- a. About Me
- b. Accessibility & Design Philosophy
- c. Project Abstract
- d. 5 Instagram posts related to the blog content
- e. Blog with 5 regular content posts and 1 cornerstone content post (revised from P2)
- f. References

Grading Scale

Assignments will be graded and posted within 14 days after the assignment's due date. Your grade will be determined using the following grading scale:

Letter Grade	Percentage	Explanation
A	90–100%	A-Range
A-	87–89%	Your employer or client would be extremely happy with this work. The deliverable is well-written, complete, audience-specific, well-organized, and meets style specifications. Examples and citations are appropriate, helpful, and well-developed. The work contains only a few minor grammatical, mechanical, spelling, or proofing errors.
B+	84–86%	B-Range
B	80–83%	Your employer or client would be satisfied with this work. You have not exceeded expectations; however, you have met your audience's needs and specifications. The deliverable may contain errors or flaws that could be corrected without much trouble. Overall, it's well-written with strong organization and development.
B-	77–78%	
C+	74–76%	C-Range
C	70–73%	The employer or client would not be pleased with this work and might be reluctant to use it because it contains a major problem or several minor ones. Errors may be distracting or confusing to the reader, important required specifications may not have been met, or major questions or issues were not addressed well or appropriately. The amount of effort that will be required to bring the deliverable to satisfaction is more than the client/employer really wanted to invest, and may cause some delays.
C-	67–69%	
D+	64–66%	D-Range
D	60–63%	An employer or client would find this work unacceptable because of serious problems. The reader must work too hard to understand the document, whether because of grammar and proofing mistakes or missing/incomplete/inaccurate information. Additionally, the document fails to meet the requirements of the assignment. The work would probably be re-assigned to another employee or company.
D-	57–59 %	
F	56% or below	F Your employer would probably suggest you begin looking elsewhere for a job because the work you produced shows complete disregard or misunderstanding of the assignment. A client would write a letter of complaint and would not contact you for future work.

Student Hours

I hold student hours in person (Simpkins 129) and virtually (Gather.Town). Student hours are dedicated to meeting with students one-on-one or in small groups to discuss questions about the course material, unpack assignment prompts, brainstorm ideas, strategize for keeping up with coursework, develop researching and writing skills, and working with students to get back on track. Even if you don't have any questions, please feel free to drop by student hours and chat.

My Fall 2023 student hours are as follows:

Mon. 3 – 4 PM

Tues. 11 AM – 12 PM

Thurs. 10 AM – 12 PM

or by appointment

If my student hours conflict with your class or work schedule, use my [appointment scheduler](#) to set up a meeting.

University Writing Center

The University Writing Center (UWC) is your go-to resource at any stage of the writing process! Appointments are available in three formats: in-person (3rd Floor, Malpass Library or QC Complex 2219), online (real-time with video or chat and document sharing), and tutoring (asynchronous feedback on an uploaded paper).

You'll be required to make UWC appointments throughout the semester. Please request that the UWC consultant send me a copy of the client report after your visit (consultants will need my email, a-beardsley@wiu.edu). Your UWC appointments contribute to your In-Class Activities & Homework grade.

Register, view the schedule, and begin self-scheduling appointments at wiu.mywconline.com.

Writing Guidelines

The American Psychological Association (APA) guidelines are often used in professional writing, so that's what we'll use in this course. I expect that you work to cite sources properly. The [Purdue Owl Online Writing Lab has excellent APA information](#), and I also encourage you to bookmark the [APA style website](#).

Extension Policy

Extensions aren't always possible, but just like at a job, sometimes they're necessary. If you need an extension on a draft, you must message me at least 24 hours in advance. I will provide you with an updated due date at that time. You may not receive extensions on discussion posts, in-class exercises, or workshops—your colleagues need time to respond to your work, and we must respect their schedule. Additionally, you cannot receive an extension on your Digital Portfolio – Hand-Coded Website because it takes the place of a final exam.

Feedback

The feedback I give varies by assignment. I read all discussions and drafts, but I will only comment on them extensively if (1) the submission directly relates to a component of a major assignment, such as a wireframe draft, or (2) the submission doesn't quite meet the requirements of the assignment and you need a bit of guidance to move forward. I also provide feedback during one-on-one meetings.

I will use in-text comments on Western Online, a rubric, and a short, summative paragraph to provide feedback. Don't just look at your grade on WO—look at all the pieces.

Attendance Policy

Our class meets on Tuesdays and Thursdays from 3:30 – 4:45 PM. We'll begin each class promptly at 3:30 PM. If you're late, come in quietly, find your seat, and read the class outcomes for the day. Jump into the activity and follow up with a friend **after** class to see what you missed. Strive to arrive 5 minutes beforehand so you're ready to start on time.

I take attendance for my records, but this course has no attendance grade. Instead, your attendance impacts whether or not you can complete in-class activities (discussions, quizzes, and workshops). The in-class activities cannot be made up unless you have an official excused absence.

To receive an excused absence, you must provide documentation within 2 weeks of the date of the absence to make up the work.

Professionalism and Respect

Respect and care should be shown in your behavior whether you're responding to a colleague's question on Discord, participating in workshop, or completing an assignment. Disruptive, disrespectful, threatening, or harassing behavior toward any individual in our class environment will not be tolerated and may result in dismissal from class. If you feel uncomfortable about any aspect of the class, including class discussions and group conversations, please contact me ASAP so we can address your concerns.

Course Schedule

Subject to Change

This schedule provides an overview of readings and assignments for the entire semester. You must use the weekly modules under Content on WO for detailed assignment descriptions and supplemental materials (PDFs, links, etc.). If you only look at the homepage, you will likely miss due dates and instructions.

The course calendar is subject to change. All readings underneath the day's topic (e.g., bullet points under **Foodways**) must be completed before class. I expect that you show up ready to discuss these texts and apply them to our projects. If something says "submit to WO by 11:59 PM," it is due that day (e.g., Submit Drafts: Instagram Posts #1 & #2 to WO by 11:59 PM is listed on Th 9.14, so it's due that night).

Week 1
T 8.22

Introduction to Our Course

In Class

- Digital literacy reflection
- Syllabi, course materials, and schedule overview
- Online platforms
 - Western Online (WO)
 - Hypothes.is
 - Canva
 - Discord
 - GitHub Codespaces*

Homework

- **Read** the syllabus and annotate using Hypothes.is
 - Ask at least 1 question about the course
- **Prepare:** What is your favorite food?
- Say Hi on Discord

**This platform will be used later in the semester and discussed then*

Th 8.24

Foodways

- Review Foodways Research Topic Resources [WO Page]
- Julier, “Critiquing Hegemony, Creating Food, Crafting Justice: Cultivating an Activist Feminist Food Studies” [PDF]

In Class

- Define foodways
- Semester-long foodways research project
- Discussion – Favorite Foods

Week 2
T 8.29

What Is Digital Writing?

- Lawrence, “Preface” (xiii–xiv)
- Lawrence, “Chapter 1: Introduction to Digital Writing” (1–32)

In Class

- Discussion – Rhetoric and Brand Name Foods

Th 8.31

Food & Colonization

- Zeide, “Introduction” (1–6)
- Zeide, Ch. 2, “Corn: Colonization and Settlement, 1500–1750” (19–32)

In Class

- Discussion – Illinois Agriculture

Week 3

T 9.5

Introduction to Writing for Social Media

- Lawrence, “Chapter 2: for Social Media” (33–54)
- ["Social Media Accessibility: Inclusive Design Tips for 2023"](#)
- ["Create Successful Instagram Posts"](#)
- Lauron, ["Top 11 Instagram Best Practices for 2023"](#)
- Project 1: Storytelling on Social Media [WO Assignment Sheet + Rubric]

In Class

- Discussion – Emulate Before You Create

Homework

- Discussion – Create Your Instagram Handle and Begin Optimizing Your Profile

Th 9.7

“Did you think corn wasn’t real?”

Meet in the Simpkins Student Lounge for today’s class!

Week 4

T 9.12

Building Your Memetic Tool Kit, Writing Captions, and the Importance of Alt Text

- Sparby, ["Chapter 2. The Elements of a Memetic Rhetorical Toolkit—The Secret to a Successful Meme"](#)
- [Guidelines for Creating Image Descriptions](#)
- [Creating Accessible Social Media Content – GAAD Toolkit](#)
- Review Workshop Guidelines [WO Page]

In Class

- Discussion – Meme, Caption, and Alt Text Competition

Homework

- Draft Instagram Post #1 & #2

Th 9.14

Draft Due: Instagram Post #1 & #2

Bring your drafts to class and be ready to workshop

Submit drafts to WO by 11:59 PM

Food Insecurity & Workshop

- Review Project 1: Storytelling on Social Media

In Class

- Listen to ["Addressing the root causes of food insecurity" \(Carlson 2023\)](#)
- Workshop: Instagram Posts #1 & #2

Homework

- Submit Drafts: Instagram Posts #1 & #2 to WO by 11:59 PM

Week 5
T 9.19

Asynchronous Classes

Introduction to Accessible Design

- Lawrence, "Chapter 4: Digital-Visual Design" (99–117)
- Horton and Quesenbery, "Chapter 1: A Web for Everyone"

Due by the End of Class Time (4:45 PM)

- Discussion – Accessibility Check

Homework

- Draft Instagram Posts #3–#5 & Profile Optimization

Th 9.21

Draft Due: Instagram Post #3–#5 & Profile Optimization

Submit your drafts for workshop by the start of class

Drinks & Diets: American-Made Alcohol and Bread

- Zeide, Ch. 4, "Graham Bread: Early Nineteenth-Century Diet and Reform" (45–58)
- Zeide, Ch. 5, "Potlikker: Food and Slavery in the Antebellum South" (59–72)

Due by the End of Class Time (4:45 PM)

- Discussion – Learning More About Bread & Southern Food on Social Media
- Workshop: Instagram Posts #3–#5

Week 6
T 9.26

Asynchronous Classes

DUE – UWC Appointment #1 (Memo)

Complete your UWC appointment by today; have the consultant email the client report to a-beardsley@wiu.edu

Food Origin Stories

We're finishing Zeide today. You must read 3 of the 6 chapters below and the epilogue.

- Ch. 7, "Jell-O: Industrialization in the Gilded Age and Progressive Era" (87–100) **or** Ch. 8, "Spaghetti: Immigrants and Consumers in the 1910s and 1920s" (101–114)
- Ch. 10, "Spam: Eating in the Second World War" (127–140) **or** Ch. 11, "Green Bean Casserole: Postwar Foodways" (141–154)
- Ch. 14, "Big Mac: McDonaldisation and Its Discontents, 1990–2008" (181–192) **or** Ch. 15, "Korean Tacos: Immigration, Social Media, and America Today" (193–206)
- "Epilogue" (207–210)

Due by the End of Class Time (4:45 PM)

- Discussion – Writing a Food Origin Story

Th 9.28

DUE – Project 1: Storytelling on Social Media

Submit your memo via WO and post all Instagram posts by 11:59 PM

There are no additional tasks for today. Use this time to finish Project 1.

Week 7

T 10.3

Writing for the Web with an Emphasis on Data, Privacy, and Misinformation

- Read Project 2 Assignment Sheet & Rubric
- Lawrence, “Chapter 3: Writing for the Web” (77–96)

In Class

- Annotate Project 2 Assignment Sheet & Rubric
- Discussion – Identifying Misinformation

Th 10.5

Designing with a Diverse Audience in Mind

- Read Project 3 Assignment Sheet & Rubric
- Horton and Quesenbery, “Chapter 2. People First: Designing for Difference” (11–34)
- Horton and Quesenbery, “Chapter 3. Clear Purpose: Well-Defined Goals” (35–48)

In Class

- Annotate Project 3 Assignment Sheet & Rubric
- Discussion – Identifying and Designing for Your Audience

Week 8

T 10.10

Coding Standards: HTML and CSS

- Horton and Quesenbery, “Chapter 4. Solid Structure: Built to Standards” (48–63)
- Horton and Quesenbery, “Chapter 5. Easy Interaction: Everything Works” (65–86)

In Class

- Overview and account creation: GitHub Codespaces
- Discussion – About Me Page Part I

Th 10.12

Search Engine Optimization (SEO) & WIP

- Review Lawrence, “Chapter 3: Writing for the Web” (88–96)

In Class

- Troubleshooting and informally workshopping your WIP: About Me Page
- Discussion – About Me Page Part II

Week 9

T 10.17

Writing and Creating Multisensory Content

- Horton and Quesenbery, “Chapter 8. Plain Language: Creates a Conversation” (125–148)
- Horton and Quesenbery, “Chapter 9. Accessible Media: Supports All Senses” (149–172)

In Class

- Quiz – HTML and CSS Coding Standards Part I [Open notebook]

Homework

- Draft Blog Posts 1 & 2

Th 10.19

Draft Due: Blog Posts 1 & 2

Bring your drafts to class and be ready to workshop

Conducting Research and Citing Sources

- Review APA

In Class

- Workshop Blog Posts 1 & 2

Homework

- Submit Drafts: Blog Posts 1 & 2 to WO by 11:59 PM

Week 10

T 10.24

HTML 5 Templates & Coding with AI

- Review Course Policy on the Use of Artificial Intelligence (AI)

In Class

- Explore HTML 5 templates
- Discussion – Google: Can I create a website using ChatGPT?
- Quiz – APA [Open book]

Homework

- Draft Blog Posts 3–5
 - Begin incorporating sources from this point forward

Th 10.26

Draft Due: Blog Posts 3–5

Bring your drafts to class and be ready to workshop

Creating Multi-Page Websites

In Class

- Discussion – Drafting P3 References Page
- Workshop Blog Posts 3–5

Homework

- Submit Drafts: Blog Posts 3–5 to WO by 11:59 PM

Week 11

T 10.31

Creating Useful Page Navigations

- Horton and Quesenbery, “Chapter 6. Helpful Wayfinding: Guides Users” (87–102)
- Horton and Quesenbery, “Chapter 7. Clean presentation: Supports Meaning” (103–124)

In Class

- Quiz – HTML and CSS Coding Standards Part II [Open notebook]
- Discussion – Wayfinding Techniques

Homework

- Draft Blog Posts 6 & 7

Establishing Your Layout and Design: Wireframes

Th 11.2

- [Osman, "Website Wireframe Beginner's Guide: Processes, Tools, & Examples"](#)
- "Designing Drafts of Dynamic Texts" [PDF]

In Class

- Wireframing

Homework

- Finish sketching your Website Wireframe; bring it (physically) to our next class

Week 12

T 11.7

DUE – UWC Appointment #2 (Blog Posts 6 & 7)

UWC appointment for blog posts 6 & 7 completed by today; have the consultant email your client report to a-beardsley@wiu.edu

Note: Your UWC appointment takes the place of workshop

Writing an Accessibility & Design Philosophy

In Class

- Quiz – HTML and CSS Coding Standards Part III [Open notebook]
- Examples: Accessibility & Design Philosophy
- Informal wireframe workshops

Homework

- Submit Drafts: Blog Posts 6 & 7 to WO by 11:59 PM
- Submit Website Wireframe to WO by 11:59 PM
- Draft Accessibility & Design Philosophy

Th 11.9

Draft Due: Accessibility & Design Philosophy

Bring your draft to class and be ready to workshop

In Class

- One-on-one meetings with Dr. Beardsley
- Work on Project 2 Materials
- Work on website design

Homework

- Submit Draft: Accessibility & Design Philosophy to WO by 11:59 PM

Week 13

T 11.14

Work Day & In-Class Conferences Day 1

In Class

- One-on-one meetings with Dr. Beardsley
 - Bring all blog posts and feedback to discuss your work
- Work on Project 2 materials
- Work on website design

Homework

- Draft Cornerstone Content Post

Th 11.16

Draft Due: Cornerstone Content Post

Bring your draft to class and be ready to workshop

Work Day & In-Class Conferences Day 2

In Class

- One-on-one meetings with Dr. Beardsley
 - Discuss website layout and Accessibility & Design Philosophy
- Workshop Cornerstone Content Post
- Work on Project 2 materials
- Work on website design

Homework

- Submit Draft: Cornerstone Content Post to WO by 11:59 PM

Week 14

T 11.21

Thanksgiving Break

The University is closed M 11.20-F 11.24

Th 11.23

Week 15

T 11.28

Universal Usability & In-Class Conferences Day 1

- Horton and Quesenbery, "Chapter 10. Universal Usability Creates Delight" (173–190)

In Class

- How to run a usability test
- One-on-one meetings with Dr. Beardsley
- Work on website design

Homework

- Finish a working version of your website; be ready to workshop it next class

Th 11.30

Draft Due: Website

Bring your draft to class and be ready to workshop

Usability Test & In-Class Conferences Day 2

In Class

- One-on-one meetings with Dr. Beardsley
- Workshop: Run a usability test on your website

Homework

- Submit Draft: Website to WO by 11:59 PM

Week 16

T 12.5

Extra Credit Due– UWC Appointment: Website

Extra credit UWC appointment for your website (usability, content, or whatever you'd like to use the appointment for) completed by today; have the consultant email your client report to a-beardsley@wiu.edu

WIP Presentations Day 1

Show us what you've been working on!

T 12.7

WIP Presentations Day 2

Show us what you've been working on!

Finals Week

T 12.12

Th 12.14

DUE – Project 3: Digital Portfolio

All Instagram posts and website pieces (About Me, Accessibility & Design Philosophy, Project Abstract, revised blog posts, and References) must be posted by **3 PM on Th 12.14**.

General Course Policies

Academic Integrity

Responsible academic conduct is required in this and all other WIU courses. **Plagiarism and cheating are serious infractions subject to University policy on academic integrity.** Scholastic dishonesty in *any* portion of the work for this course shall be grounds for awarding a grade of F for the assignment *or* an F for the entire course, and further disciplinary action may be taken.

It is crucial that you turn in your own work and that you document the sources for ideas that are not your own. If you are using material or ideas from another source, **including the internet and any graphics**, and have questions about how to properly document the material, you should consult a style manual for guidelines. If you remain unsure or if you have any questions about what constitutes plagiarism or cheating, please contact me before the assignment is due.

Please note that turning in work for this class that was prepared for another class or by another individual will be considered cheating. The policy on plagiarism and cheating applies to **all** drafts, as well as final products, turned in for this course.

For the university's policy on academic integrity, including plagiarism and cheating, refer to

<http://www.wiu.edu/policies/acintegrity.php>.

Accessibility Statement

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Disability Resources Center

http://www.wiu.edu/student_services/disability_resource_center/

Financial Aid & Academic Progress

It is the responsibility of students to understand the attendance and academic progress requirements of their classes and the financial programs of which they are recipients. Regular attendance and successful academic progress are required for various federal, state, and private loans, grants, awards, and scholarships. Your financial aid rights and responsibilities are available online at: http://www.wiu.edu/student_success/financial_aid/policies/ Faculty are required to report attendance and academic progress information to financial aid personnel in a timely manner regardless of individual course attendance policies. WIU and other universities are sometimes required to pay back the amount of awarded and dispersed financial aid when they fail to verify attendance and academic progress information for each class in which students are enrolled.

Incompletes

An incomplete (“I”) grade will be given in extraordinary circumstances (i.e., prolonged illness, death in family) at my discretion. It will not be considered unless the amount of work remaining in the course is limited and you had a passing grade before the incomplete assignment. The assignment of an “I” requires a written agreement between me and you specifying the time and manner in which you will complete the required assignments. Failure to adhere to the contract could result in an F for the missing work.

Military/Veteran Support Statement

As a military-friendly institution, and in accordance with federal regulations and Illinois statutes, Western Illinois University has established policies and procedures to accommodate military service students. In addition to the supports available at WIU’s Veterans Resource Center (www.wiu.edu/student_success/veterans/ 309-298-3505), veterans, members of the National Guard or Reserves, and active-duty military personnel with military obligations (e.g., deployments, trainings, drill) are encouraged to communicate these, in advance whenever possible, to the instructor. The Military Service Policy can be found at <http://www.wiu.edu/policies/military.php>.

Students’ Rights and Responsibilities

Full Policy: <http://www.wiu.edu/provost/students.php>

Students with Disabilities

http://www.wiu.edu/student_services/career_development_center/studentsWithDisabilities.php

Title IX

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.