COURSE SYLLABUS
ETEC 597: Digital Storytelling Across Curriculums
Summer II 2015

Instructor: Chris Bigenho, PhD
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Office Hours: Virtual, daily
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Email Address: cbigenho.unt@gmail.com (preferred); bigenhochris@tamuc.edu

COURSE INFORMATION

NOTICE: This syllabus may be adjusted as needed to provide the best possible learning opportunity for all students in the class.

Materials – Textbooks, Readings, Supplementary Readings:
Due to the continuous change in technological innovations, a textbook is not required for this course. Alternatively, you will explore relevant research readings provided by the instructor throughout the semester. In addition, you will conduct research and complete projects related to areas of focus in this course.

Course Description: This course will explore the power of capturing and sharing a personal narrative through various approaches using different forms of technology. Students will have the opportunity to learn various techniques for capturing and telling stories, a brief understanding of storytelling, and a chance to create and share autobiographical, interview biographical and global stories shared through different mediums.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.
The learner will:

1. Understand the elements of what makes a compelling story and create different types of stories using these elements.
2. Learn different forms of technology that can be used to share stories across widely distributed audiences.
3. Maintain a blog that can be used to share their stories.
4. Review literature on the use of storytelling in education and explore ways that they can implement these techniques in the classes they will or do teach.

### ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program are now required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) are strongly encouraged to develop an eportfolio of their work throughout the program as it will benefit the student in obtaining a position in Library or Media Services, and it may become a program requirement in the near future. This requirement does not pertain to students taking ETEC courses as an elective for other programs, including those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student’s responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **ETEC 597 Digital Storytelling Across Curriculums**, you will complete several projects that you may decide to include in your program portfolio. As you look at your program portfolio, try to include artifacts that represent all aspects of your journey and one from each class. I would be happy to recommend projects from this class that you may want to include as you make your way through the course.

If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamu-commerce.edu for more information about the program’s portfolio requirement.
COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments
Each week will have a series of readings, activities and interactions. This course is designed to help you develop the skills necessary to learn new skills, software and processes related to capturing, retelling and producing digital stories that can be widely distributed. **It is important that you reach out to your fellow classmates as your first sources of help.** We tend to learn more in groups than we do individually. Please use the discussion boards for posting questions on how to use different tools so I can monitor and assist as needed. You will be exploring many different tools and techniques and we need to draw on the expertise of the group.

Grading
- 20% Story Analysis and Rubric Development
- 10% Participation - Discussions
- 40% Completed Story and Story Peer Reviews
- 30% Story Design Documents

TECHNOLOGY REQUIREMENTS
This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

Required Software:
- Access to the Internet where you will be accessing the course through eCollege and setting up accounts on different Internet based platforms.
- Word processing software
- Access to a wiki, blog, Google Site, or other web-based platform to maintain an electronic journal where you will post your reflections, projects and course portfolio.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

ACCESS AND NAVIGATION
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: [https://leo.tamuc.edu/login.aspx](https://leo.tamuc.edu/login.aspx).

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: [http://online.tamuc.org/](http://online.tamuc.org/)

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.
To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. Monitor and contribute to Q&A forum regularly. Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

**How is the Course Organized?**
This course is organized by weeks with a module for each week. You will find all of your assignments and tasks for the week listed under that week.

**What Should You Do First?**
After logging in, you will want to familiarize yourself with the learning environment then start working on the tasks in Week 1. Start with the introductions as we need to know who all is on this journey together.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**
All instruction will take place in a distributed fashion. Most of the course will be asynchronous. However, you may be working in groups in which case you will need to coordinate schedules to facilitate group work. Additionally, there will be opportunities for synchronous work with Dr. Bigenho should it be needed. These sessions will be optional and are available to you through prior arrangements.

You should use the course site for most communication. When using e-mail, use cbigenho.unt@gmail.com. Monday through Friday, I will return email in 24 hours or less. That being said, it will usually be much less time.

**eCollege Technical Support**
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

**Other Questions/Concerns:**
Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

It is important that you follow the directions of the course carefully as different assignments will require different tools for completion and different methods of submission. It is also important that you keep to the schedule as there are only 5 weeks to the class. Additionally, there may be times when you will need to work with others in the class. **Being late with your work will impact your grades negatively as it will also impact the ability of others to do their work. Bottom line, don’t be late.**

You need to check into the course on a daily basis (5 days out of 7). Since we will not have any face-to-face meetings, you must remain engaged in the course and with your peers through the eCollege learning environment. Experience indicates that students who are not engaged regularly in the online environment generally have difficulties completing online courses.

**Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created by the scholar uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.
Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, you can imagine just how much faster a 5 week term must progress—assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into project revisions.

Neglecting to provide meaningful feedback to peers and/or failing to make an assignment available for peer review will each result in 10% reduction in value (20% for both). You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.
**Time Commitment**

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in a class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 5-week instruction schedule, which cuts the number of weeks to only one third, thereby tripling the weekly time expectation. An understanding of this expectation can help serve as a gauge of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

<table>
<thead>
<tr>
<th>Average expected time spent on class or class related work.</th>
<th>Minimum expected average time based on 3:1 time ratio.</th>
<th>Maximum expected average time based on 4:1 time ratio.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“In” class per class week</td>
<td>5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>“Outside” class per class week</td>
<td>15 hours</td>
<td>20 hours</td>
</tr>
<tr>
<td>TOTAL Weekly Expectation</td>
<td>20 hours</td>
<td>25 hours</td>
</tr>
<tr>
<td>TOTAL Term Expectation</td>
<td>140 hours</td>
<td>175 hours</td>
</tr>
</tbody>
</table>

**University Specific Procedures:**

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
Because this course runs on an extremely compressed, 4-week schedule, we'll be completing the full-semester equivalent of 3 weeks of work each week. If you typically have more time for your class work on the weekend, look ahead and try to accomplish some of the work coming up in the next week rather than falling behind. There is no time to catch up in this class if you fall behind.

Each week will beginning on a Monday and end on the following Sunday. While each week will be closed at the start of the course, the following weeks work will open mid week each week to allow students a chance to work ahead if needed. However, discussions are timely and must occur throughout the entire course.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, Discussion Board, Story Analysis, Background Reading and Story Begins</td>
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<tr>
<td>Mon 7/13 thru Sun 7/19</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Readings, Story Analysis, Discussion Board, Storyboard, Script Writing and Content Collection</td>
</tr>
<tr>
<td>Mon 7/20 thru Sun 7/26</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Readings, Story Analysis, Discussion Board, Content Collection and Story Development</td>
</tr>
<tr>
<td>Mon 7/27 thru Sun 8/6</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Completed Story Due, Completed Design Document Due, Peer Review, Celebration of your work</td>
</tr>
<tr>
<td>Mon 8/7 thru Sun 8/13</td>
<td></td>
</tr>
</tbody>
</table>

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