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| **COMMUNITY COLLEGE OF PHILADELPHIA** |
| Course Development Template |
| 1. Course Designation
 | CMS 140  |
| 1. Course Title
 | Communication Technology for the Workplace |
| 1. Abbreviated Course Title for Banner
 | Tech for the Workplace  |
| 1. Division
 | Liberal Studies |
| 1. Department
 | English |
| 1. Course Description
 | This course is an introduction to communication technologies for the workplace. Students create documents, spreadsheets, and presentations. A premium is placed on digital communication at work through virtual presentations, social media usage, and emerging business communication tools. |
| 1. Prerequisites/Corequisites
 |  N/A |
| 1. Placement
 | N/A  |
| 1. Hours and Credits
 | 3-0-3 indicates  |
| 1. Class size (maximum)
 | 36 |
| 1. Programs where this course appears
 | Communication & Media Studies |
| 1. Faculty Developer(s)
 | Rafael Logroño |
| 1. Facilitator (s)
 | Lynsey Madison |
| 1. Recommended Starting Semester
 | Fall 2024 |
| 1. Course Revision or New Course?
 | New |
| 1. If this is a **course revision**, indicate which are being revised
 | ☐Prerequisite(s) and/or placement | ☐Course Title or Number | ☐Course Description |
| ☐Credit/Lab/External Hours | ☐CLOs and/or Methods of Assessment |
| 1. Part of Term
 | ☒15-week ☐10-week ☐7-week ☐4-week |
| 1. Course Attributes
 | Technological Competency  |
| 1. **Today’s Date**
 | February 13, 2024 |

**A. Rationale**

This course is being developed to support the new Communication & Media Studies AA degree. The new program is embedded with diversity, equity, and inclusion (DEI) and the courses in the program need to align with and coherently support the program learning outcomes (PLOs). Current industry jobs, whether communication or media-based, require media and technology knowledge, skills, and abilities. Technology plays a large role in the industry and students will need to gain experience throughout their education in using various software and computer applications. This course is rooted in best-practices for learning, DEI, and has sufficient learning experiences designed to enhance the student’s education.

Communication Technology for the Workplace, provides a foundation of technology and skills that are incorporated throughout the program. Technology is embedded in courses in the program through hands-on assessment, meaning students will use technology consistently in their courses and their program. PLO 3, “create, develop, and synthesize communication using appropriate technology that effectively delivers messages to diverse audiences”, emphasizes not only the importance technology plays in the program but addresses the recommendations from the Academic Program Review. Those recommendations include addressing industry specialization in emerging communication technologies, increasing opportunities for creativity and flexibility in career directions, and better preparing students for careers in multimedia journalism.

In this course, students become comfortable with using various technology platforms while becoming proficient in creating presentations, spreadsheets, and documents that are used not only in communication, but in the workplace as well. Students in the program will benefit from having a course that provides contextualized learning and application across a multitude of platforms and software applications used in the workplace. Students will need the knowledge, skills, and abilities to work in an ever changing and modern workplace that includes remote, telework, and global partnerships.

Using open educational resources, this course does not require students to purchase a textbook or other required software that can create cost barriers for students. In this way, the course aligns with and supports the College’s mission to increase equity for students.

This course is being created to meet the Essential Skill, Technological Competency (TEC). One key component of TEC, is that it “relate[s] to their program of study”. When students are able to connect technology to their lives, they are better able to understand the importance and value of the course. The General Education Measures (GEMs) are evident throughout the Course Learning Outcomes (CLOs), methods of assessment, and weekly topics. As technology evolves and advances, this course is designed for students to achieve the GEMs while adapting to technology changes. Communication and media industry professionals need to work collaboratively across various technology platforms and this course provides the skills students will need as they enter the workforce or transfer to a baccalaureate granting institution. This course provides those career necessary skills.

Amy Lewis collaborated on this course development.

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| **General Education Measure** | **CLO and Method(s) of Assessment** |
| 1. Identify, create, and manipulate technological tools and digital content. | CLOs 1, 2, 3, & 4: * In-class Participation
* AI – Responsibly, Presentations
* Social Media Campaign
* Final Portfolio
* Cutting Edge Updates
 |
| 2. Operate computers, peripherals, electronic devices, learning management systems (LMS), and other technology as related to their program of study. | CLOs 1, 2, & 3: * In-class Participation
* AI – Responsibly, Presentations
* Social Media Campaign
* Final Portfolio

Cutting Edge Updates |
| 3. Use electronic spreadsheets and/or database management systems to organize, analyze, and/or retrieve data. | CLOs 1, 2, 3, & 4: * In-class Participation
* AI – Responsibly, Presentations
* Social Media Campaign
* Final Portfolio
* Cutting Edge Updates
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| 4. Use word processing and slide presentation software to design clear academic and professional documents that integrate design concepts, elements, applications, and objects. | CLOs 2, 3, & 4: * In-class Participation
* AI – Responsibly, Presentations
* Social Media Campaign
* Final Portfolio
* Cutting Edge Updates
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| 5. Use computer technology to collaborate and network. | CLO 1, 2, 3, & 4: * In-class Participation
* AI – Responsibly, Presentations
* Social Media Campaign
* Final Portfolio
* Cutting Edge Updates
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| 6. Identify and respond appropriately to ethical and legal issues related to privacy and security in information technology and the handling of data. | CLOs 4 & 5: * In-class Participation
* Cutting Edge Updates
* AI – Responsibly
* Final Portfolio
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**B. Course Learning Outcomes and Methods of Assessment**

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| **Course Learning Outcome**Upon successful completion of the course, students will be able to: | **Method of Assessment**  |
| 1. Use and manipulate computer and digital media technology for effective communication and content creation. | * In-class Participation
* AI – Responsibly
* Presentations
* Social Media Campaign
* Final Portfolio
 |
| 2. Organize information to create and present professional documents, spreadsheets, and presentations on various platforms used in the communication industry. | * In-class Participation
* AI – Responsibly
* Presentations
* Social Media Campaign
* Final Portfolio
 |
| 3. Explain basic aspects of communication technologies in the workforce. | * In-class Participation
* Cutting Edge Updates
* Social Media Campaign
* Final Portfolio
 |
| 4. Identify practical issues in using communication technologies. | * In-class Participation
* Cutting Edge Updates
* AI – Responsibly
* Presentations
* Social Media Campaign
* Final Portfolio
 |
| 5. Analyze ethical and legal concerns involved with communication technology. | * In-class Participation
* Cutting Edge Updates
* AI – Responsibly
* Final Portfolio
 |

**C. Grading**

This is a sample of how instructors might weight each graded assessment in the course. Future instructors may modify this grading scale.

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| --- | --- |
| In-class Participation | 5% |
| Cutting Edge Updates | 10% |
| AI - Responsibly | 10% |
| Social Media Campaign | 20% |
| Presentation (online) | 15% |
| Presentation (in-person) | 15% |
| Final Portfolio | 25% |
| **Total** | **100%** |

**D. Planned Sequence of Topics**

This is a sample of weekly topics an instructor can cover. As technology and the workforce evolve, the specific programs may change. However, future instructors should ensure CLOs are achieved through the program most appropriate to achieve the CLOs.

| **Week** | **Topic** | **GEM** | **CLO** |
| --- | --- | --- | --- |
| **1** | Intro to Communication Technology | GEMs 1, 2, 5, 6 | CLOs 1, 2, 3, 4 |
| **2** | Documents for Effective Communication | GEMs 1, 2, 4, 5 | CLOs 1, 2, 3, 4 |
| **3** | Documents for Effective Communication | GEMs 1, 2, 4, 5 | CLOs 1, 2, 3, 4  |
| **4** | Introduction to Spreadsheets | GEMs 1, 2, 3 | CLOs 1, 2, 3, 4 |
| **5** | Spreadsheets for Media Planning | GEMs 1, 2, 3, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **6** | Spreadsheets for Media Planning | GEMs 1, 2, 3, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **7** | Organizing Virtual Teams for Media Industries | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **8** | Organizing Virtual Teams for Media Industries | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **9** | Presentation Software for Effective Communication | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4. 5 |
| **10** | Presentation Software for Effective Communication | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **11** | Presentation Software for Effective Communication | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **12** | Virtual Meetings in the Workplace | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **13** | Virtual Meetings and Tying Our Skills Together | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4, 5 |
| **14** | Social Media Campaigns | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4 |
| **15** | Social Media Campaigns | GEMs 1, 2, 3, 4, 5, 6 | CLOs 1, 2, 3, 4 |

**E. Student Learning Activities and Assignments** (These are sample assessment assignments an instructor might use. Future instructors must make sure assessments measure and achieve the CLOs. They are encouraged to use best practices in higher education teaching when developing and creating new assessment measures.)

**In-class Participation (CLOs 1, 2, 3, 4, & 5)** Communication is a key component of the workplace. Participating in class includes participating in discussions, coming prepared with questions, and being an active member of class activities.

**Cutting Edge Updates (CLOs 3, 4, & 5)** Technology is constantly evolving and being aware of and open to learning new technology is important in the communication industry. Students will find and discuss popular and/or scholarly press articles about various emerging communication technologies.

**AI - Responsibly (CLOs 1, 2, 4, & 5)** Like any other technology tool, artificial intelligence has its pros and cons. It can save time and money, lead to a more efficient workplace, and reduce errors. However, it is also not always accurate, appropriate, or ethical to use it. Students will answer questions about the pros and cons of AI programs.

**Social Media Campaign (CLOs 1, 2, 3, & 4)** There’s more to communication on social media than just creating content and posting on social media. Communications and media professionals must plan, organize, create a clear message, execute, and track data from their campaigns. In this assignment, students create a feedback form to identify what their “client” needs, prepare documents and spreadsheets outlining their plan (what social platforms, schedule of postings, etc.), make a pre-recorded presentation (uploaded to Stream) to send to the client, and incorporate feedback from the client for the final social media campaign.

**Presentations (CLOs 1, 2, 3, & 4)** In today’s technology centered workplace, presentations happen across a variety of modalities e.g. in-person and online. Different presentation technologies have different advantages and disadvantages. Students will give two virtual presentations this semester using presentation software (PowerPoint, Canva, Prezi, etc.) and a meeting platform (Zoom, Teams, Google Meet, etc.).

**Final Portfolio (CLOs 1, 2, 3, 4, & 5)** Technology in the workplace, especially in the communication industry, is interconnected. Throughout the semester, students complete various assignments (send an email with an attachment, schedule and host a meeting on an online platform, create an agenda for a meeting, etc.). With the feedback received, students will make necessary edits, answer prompts on technology in the workplace, and submit a final portfolio.

**F. Required and Optional Course Materials**

Content for this course can be found on open educational resources (OER). Faculty should focus on emerging and current technologies used in the workplace and communication and media industries.

**G. Resources Needed for This Course**

This course requires a technologically enhanced classroom (student tech). To achieve the course learning outcomes, students will need to be able to access a computer during a class.

There are no additional software needs for this course as there are free versions of the programs discussed in this document. Future software purchases may be needed as technology evolves.

# Appendix

**Assignment: Final Portfolio**

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| **Course Student Learning Outcomes: 1, 2, 3, 4, & 5**1. Use and manipulate computer and digital media technology for effective communication and content creation.2. Organize information to create and present professional documents, spreadsheets and presentations on various platforms used in the communication industry.3. Explain basic aspects of communication technologies in the workforce.4. Identify practical issues in using communication technologies.5. Analyze ethical and legal concerns involved with communication technology. |

**Purpose:** Technology in the workplace, especially in the communication industry, is interconnected. Students complete small to medium scale assignments that incorporate various technology platforms and software. This portfolio is designed to help students gain the knowledge, skills, and abilities to use computer and digital media technology in the modern and ever-evolving workplace. Completing each assignment within the full portfolio covers a topic or concept taught and discussed in class.

**Knowledge:** Completing this assignment successfully shows that you

* Can identify and accurately use the correct technology to use
* Can identify who it affects
* Can determine whether an action was ethical or not
* Can communicate across a variety of technology platforms and software systems

**Skills:** Completing these assignments successfully shows that you know how

* To break down the steps for task completion and complete them accurately with the correct technology
* To find the technology that provides the most effective communication modality
* To communicate in the workplace using effective and efficient communication technology
* To minimize ethical and legal issues that come through technology use
* To present your information in a well-written format across various modalities and platforms

**Task:** To complete this assignment successfully, you should

* Review the components needed to complete the portfolio
* Read the directions provided by your instructor for each individual component
* Review and organize any due dates so that you complete the necessary components by their due date
* Complete assignments as assigned and due.

**Criteria for Success:** Please see the rubric below.

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| **FINAL PORTFOLIO RUBRIC** |
| **CRITERIA** | **POINTS** | **Successful** **(1.8-2):** | **Needs Improvement (1.4-1.79):** | **Not Successful** **(0-1.39):** |
| ***Grammarly******(CLOs 1, 3, & 4, 5)*** | X of 2 | Student downloaded Grammarly, included a screenshot of the download, and there are fewer than 3 grammatical errors in their answers to ethical and legal questions.  | Student did not include screenshot about Grammarly, and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student does not include screenshot about Grammarly, and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(2.7-3):** | **Needs Improvement** **(2.1-2.69):** | **Not Successful** **(0-2.09):** |
| ***Microsoft Planner******(CLOs 1, 2, 3, & 4)*** | X of 3 | Student creates a planner for school, work, & personal; 4 tasks are created for each bucket; dates are assigned for tasks; Planner is exported to Excel and saved as PDF. | Student did not create a planner for school, work, & personal; and/or 2-3 tasks are created for each bucket; and/or dates are not assigned for 1-3 tasks; and/or Planner is not exported to Excel and saved as PDF. | Student did not create a planner for school, work, & personal; and/or 4+ tasks are created for each bucket; and/or dates are not assigned for 4+ tasks; and/or Planner is not exported to Excel and/or saved as PDF. |
|  |  | **Successful** **(2.7-3):** | **Needs Improvement** **(2.1-2.69):** | **Not Successful** **(0-2.09):** |
| ***Convert Word to PDF******(CLOs 1, 2, 4, & 5)*** | X of 3 | Student converted a Word to PDF, answered the questions as outlined and there are fewer than 3 grammatical errors in their questions answered in the document. | Student did not convert a Word to PDF, and/or did not answer the questions as outlined, and/or there are 4-7 grammatical errors in their questions answered in the document. | Student did not convert a Word to PDF, and/or did not answer any questions as outlined, and/or there are 8+ grammatical errors in their questions answered in the document. |
|  |  | **Successful** **(2.7-3):** | **Needs Improvement** **(2.1-2.69):** | **Not Successful** **(0-2.09):** |
| ***Outlook Meeting Invitation*** ***(CLOs 1, 2, 3, & 4)*** | X of 3 | Student schedules a meeting according to assigned parameters, confirmed attendee availability by viewing scheduler assist (screenshot attached), created a Doodle Poll following parameters provide (screenshot attached), shared their calendar, attaching agenda, and added a link for an online meeting. | Student is inconsistent in scheduling a meeting according to assigned parameters, confirming attendee availability by viewing scheduler assist (screenshot attached), creating a Doodle Poll following parameters provide (screenshot attached), attaching the agenda, sharing their calendar, and adding a link for an online meeting.  | Student does not schedule a meeting according to assigned parameters, confirm attendee availability by viewing scheduler assist (screenshot attached), create a Doodle Poll following parameters provide (screenshot attached), attach the agenda, share their calendar, and add a link for an online meeting. |
|  |  | **Successful** **(4.95-5.5):** | **Needs Improvement** **(4.94-3.85):** | **Not Successful** **(0-3.84):** |
| ***Emails******(CLOs 1, 2, 3, & 4)*** | X of 5.5 | Student submits sample emails sent to various audiences, attaches shared files and attachments, correctly understands the purpose of CC and BCC, correctly identifies when to “Reply” and “Reply All”, schedules send, correctly creates folders/rules to manage their inbox, uses correct salutations, subject line, and etiquette, and there are fewer than 3 grammatical errors. | Student is inconsistent in submitting sample emails sent to various audiences, attaching shared files and attachments, correctly understanding the purpose of CC and BCC, correctly identifying when to “Reply” and “Reply All”, scheduling send, correctly creating folders/rules to manage their inbox, using correct salutations, subject line, and etiquette, and there are 4-7 grammatical errors. | Student does not submit sample emails sent to various audiences, attache shared files and attachments, correctly understand the purpose of CC and BCC, incorrectly identifies when to “Reply” and “Reply All”, schedules send, incorrectly creates folders/rules to manage their inbox, uses incorrect salutations, subject line, and etiquette, and there are more than 7 grammatical errors. |
|  |  | **Successful** **(4.95-5.5):** | **Needs Improvement** **(4.94-3.85):** | **Not Successful** **(0-3.84):** |
| ***Microsoft Teams******(CLOs 1, 3, & 4)*** | X of 5.5 | Student accurately creates and names a team in Teams, uploads 3 documents, creates 2 posts, updates status (screenshot attached showing various statuses), creates 2 channels, and curates notifications. | Student is inconsistent in creating and naming a team in Teams, uploads 2 documents, creates 1 post, updating status (screenshot attached showing various statuses), creates 1 channel, and curates notifications. | Student does not create and name a team in Teams, uploads 0-1 documents, creates 0-1 posts, update status (screenshot not attached showing various statuses), creates 1 channel, and curates notifications. |
|  |  | **Successful** **(2.7-3):** | **Needs Improvement** **(2.1-2.69):** | **Not Successful** **(0-2.09):** |
| ***Zoom******(CLOs 1, 2, 3, & 4, 5)*** | X of 3 | Student schedules a zoom meeting, starts the meeting on time, shares screen, changes settings for participants, and assigns a new co-host during the meeting. | Student is inconsistent in scheduling a zoom meeting, starting the meeting on time, sharing their screen, changing settings for participants, and assigning a new co-host during the meeting. | Student does schedule a zoom meeting, start the meeting on time, share their screen, change settings for participants, and cannot assigns a new co-host during the meeting. |
| **TOTAL** | X of 25 | **COMMENTS:**  |
| **NAME:** Name of Student |

**Assignment: AI -Responsibly**

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| **Course Student Learning Outcomes: 1, 2, 4, & 5**1. Use and manipulate computer and digital media technology for effective communication and content creation.2. Organize information to create and present professional documents, spreadsheets and presentations on various platforms used in the communication industry.4. Identify practical issues in using communication technologies.5. Analyze ethical and legal concerns involved with communication technology. |

**Purpose:** There’s more to artificial intelligence than typing in a question or problem and running with the answer. This assignment introduces students to the concepts of ethical and responsible AI usage. Through this assignment, students will explore the importance of understanding and considering ethical implications when interacting with AI technologies. In this assignment, you will delve into the ethical considerations surrounding the use of artificial intelligence (AI) technologies. You will learn about the potential societal impacts, biases, and privacy concerns associated with AI, as well as strategies for using AI responsibly and ethically.

**Knowledge:** Completing this assignment successfully shows that you

* Can provide an overview of how AI impacts DEI
* Can connect transparency and accountability issues of AI
* Can identify ethical principles such as privacy and data protection concerns in the context of AI
* Can identify positive and negative societal impacts of widespread AI adoption in society
* Can recognize strategies for ethical decision-making about AI development and usage

**Skills:** Completing these assignments successfully shows that you know how

* To recognize fairness and bias in AI
* To communicate transparency and accountability in AI
* To find privacy and data protection concerns in AI
* To create strategies or safeguards for privacy and data protection concerns in AI
* To use ethical decision-making when using AI
* To present your information in a well-written document

**Task:** To complete this assignment successfully, you should

* Review the questions through one time
* Reread the questions to ensure you know the areas you are focusing on
* Reread question one. Identify what the question is asking. Look in the case study for the section containing the information related to the question. Confirm what the question is asking before writing your answer.
* Write your answer to the question. Support your answer with evidence from the news articles, discussions, lectures, etc. Proofread for spelling and grammatical errors. Ensure clarity and coherence in your writing, and provide thoughtful insights and reflections. The Learning Lab has academic support services to help you.
* Repeat the process until all questions have been answered.
* Submit a Word document on Canvas by the due date. Late submissions will be subject to a penalty as per the course policy.

**Questions:**

1. **Fairness and Bias:**
	* How can AI algorithms unintentionally perpetuate bias?
	* Can you think of any real-life examples where AI systems have been accused of unfair treatment based on race, gender, or other characteristics?
	* What steps can developers take to mitigate bias in AI algorithms?
2. **Transparency and Accountability:**
	* Why is it important for AI systems to be transparent and explainable?
	* Should companies be required to disclose when AI algorithms are making decisions that affect people's lives? Why or why not?
	* How can we hold developers and organizations accountable for the outcomes of AI systems?
3. **Privacy and Data Protection:**
	* What are some potential privacy concerns associated with AI technologies?
	* Do you think it's ethical for companies to collect and analyze personal data to improve AI algorithms? Why or why not?
	* How can individuals protect their privacy while still benefiting from AI-powered services?
4. **Ethical Decision-Making:**
	* What factors should be considered when making ethical decisions about AI development and usage?
	* How can we ensure that ethical considerations are prioritized in the design and deployment of AI technologies?
	* Can you think of any trade-offs between ethical principles and other factors, such as profitability or efficiency, in AI development?
5. **Societal Impacts:**
	* What are some potential positive and negative impacts of widespread AI adoption in society?
	* How might AI technologies affect employment, social interactions, and access to resources?
	* What responsibilities do individuals, companies, and governments have in addressing the societal impacts of AI?
6. **Personal Reflection:**
	* How do you currently interact with AI technologies in your daily life?
	* Have you ever encountered a situation where you felt uncomfortable or uncertain about the use of AI?
	* What steps can you take to ensure that you use AI technologies responsibly and ethically?
7. **Future Considerations:**
	* What do you think the future of AI will look like, and what ethical challenges might arise?
	* How can we prepare for the ethical implications of emerging AI technologies, such as autonomous vehicles or advanced surveillance systems?
	* What role do you think young people like yourselves can play in shaping the future of AI in an ethical and responsible manner?

**Criteria for Success:** Please see the rubric below.

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| **AI RESPONSIBLY RUBRIC** |
| **CRITERIA** | **POINTS** | **Successful** **(1.8-2):** | **Needs Improvement (1.4-1.79):** | **Not Successful** **(0-1.39):** |
| ***Fairness & Bias******(CLOs 1, 2, & 4, 5)*** | X of 2 | Student consistently and completely answered all questions on fairness and bias; there are fewer than 3 grammatical errors in their answers to ethical and legal questions.  | Student was inconsistent and did not completely answer questions on fairness and bias; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(0.9-1):** | **Needs Improvement** **(0.7-0.89):** | **Not Successful** **(0-0.69):** |
| ***Transparency & Accountability******(CLOs 1, 2, & 4, 5)*** | X of 1 | Student consistently and completely answered all questions on transparency and accountability; there are fewer than 3 grammatical errors in their answers to ethical and legal questions.  | Student was inconsistent and did not completely answer questions on transparency and accountability; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(0.9-1):** | **Needs Improvement** **(0.7-0.89):** | **Not Successful** **(0-0.69):** |
| ***Privacy & Data Protection******(CLOs 1, 2, 4, & 5)*** | X of 1 | Student consistently and completely answered all questions on privacy and data protection; there are fewer than 3 grammatical errors in their answers to ethical and legal questions. | Student was inconsistent and did not completely answer questions on privacy and data protection; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(1.8-2):** | **Needs Improvement (1.4-1.79):** | **Not Successful** **(0-1.39):** |
| ***Ethical Decision-Making******(CLOs 1, 2, & 4, 5)*** | X of 2 | Student consistently and completely answered all questions on ethical decision-making; there are fewer than 3 grammatical errors in their answers to ethical and legal questions. | Student was inconsistent and did not completely answer questions on ethical decision-making; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(0.9-1):** | **Needs Improvement** **(0.7-0.89):** | **Not Successful** **(0-0.69):** |
| ***Societal Impacts******(CLOs 1, 2, & 4, 5)*** | X of 1 | Student consistently and completely answered all questions on societal impacts; there are fewer than 3 grammatical errors in their answers to ethical and legal questions. | Student was inconsistent and did not completely answer questions on societal impacts; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(1.8-2):** | **Needs Improvement (1.4-1.79):** | **Not Successful** **(0-1.39):** |
| ***Personal Reflection******(CLOs 1, 2, & 4, 5)*** | X of 2 | Student consistently and completely answered all questions on personal reflection; there are fewer than 3 grammatical errors in their answers to ethical and legal questions. | Student was inconsistent and did not completely answer questions on personal reflection; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(0.9-1):** | **Needs Improvement** **(0.7-0.89):** | **Not Successful** **(0-0.69):** |
| ***Future Considerations******(CLOs 1, 2, & 4, 5)*** | X of 1 | Student consistently and completely answered all questions on future considerations; there are fewer than 3 grammatical errors in their answers to ethical and legal questions.  | Student was inconsistent and did not completely answer questions on future considerations; and/or there are 4-7 grammatical errors in their answers to ethical and legal questions. | Student did not answer all questions on fairness and bias; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
| **TOTAL** | X of 10 | **COMMENTS:**  |
| **NAME:** Name of Student |

**Assignment: Social Media Campaign**

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| **Course Student Learning Outcomes: 1, 2, 3, & 4**1. Use and manipulate computer and digital media technology for effective communication and content creation.2. Organize information to create and present professional documents, spreadsheets and presentations on various platforms used in the communication industry.3. Explain basic aspects of communication technologies in the workforce.4. Identify practical issues in using communication technologies. |

**Purpose:** There’s more to communication on social media than just creating content and posting on social media. Communications and media professionals must plan, organize, create a clear message, execute, and track data from their campaigns. In this assignment, students create a feedback form to identify what their “client” needs, prepare documents and spreadsheets outlining their plan (what social platforms, schedule of postings, etc.), make a pre-recorded presentation (uploaded to Stream) to send to the client, and incorporate feedback from the client for the final social media campaign.

**Knowledge:** Completing this assignment successfully shows that you

* Can identify and accurately identify the problem or opportunity for the client
* Can research the target audience to craft an appropriate message
* Can communicate across platforms using correct documents, spreadsheets, and platforms
* Can identify goals, limits, and opportunities in using communication technologies

**Skills:** Completing these assignments successfully shows that you know how

* To conduct broad overview research on an issue to identify its scope, impact, and underlying cause
* To break down the steps for task completion and complete them accurately with the correct technology
* To create a form using Microsoft Forms to collect important information
* To set, plan, and achieve campaign goals using project management software such as Microsoft Planner
* To use spreadsheets for social media analytics to track key performance metrics
* To present your information in a well-crafted pre-recorded presentation
* To successfully upload and share a video to a video platform such as Microsoft Stream

**Task:** To complete this assignment successfully, you should

* Review the components needed to complete the assignment
* Review and organize any due dates so that you complete the necessary components by their due date
* Work with your group to create a client questionnaire form (you will want to identify client needs, target audience, incorporate topics discussed in class, and any other relevant information). Make sure the form has a mix of open-ended and closed-ended questions
* Develop a content calendar in a spreadsheet that outlines key messages, themes, and activities for the campaign
* Craft a compelling and clear message that effectively communicates your client’s message
* Develop 3-4 graphics and written posts. Use AI to generate 1 post (remember to check for accuracy and other ethical issues discussed in class)
* Download the spreadsheet with the social media metrics the instructor provided to review the effectiveness of your campaign.
* Create a presentation that is clear and concise, has engaging visuals, has clean and uncluttered slides with a consistent theme throughout, is organized in a logical flow, effectively uses text, and is accessible to audience members.
* Present and record the presentation using the presentation software selected i.e. PowerPoint, Canva, etc.
* Upload presentation to Microsoft Stream. Be sure to adjust the privacy settings as discussed in class. Share and copy the link to the Canvas assignment by the assigned due date.

 **Criteria for Success:** Please see the rubric below.

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| **SOCIAL MEDIA CAMPAIGN RUBRIC** |
| **CRITERIA** | **POINTS** | **Successful** **(3.6-4):** | **Needs Improvement (2.8-3.59):** | **Not Successful** **(0-2.79):** |
| ***Client Interview******(CLOs 1, 2, 3, & 4)*** | X of 4 | Student created and shared a questionnaire on Microsoft Forms that identifies client needs, target audience, uses a balanced mix of open- and closed-ended questions; there are fewer than 3 grammatical errors in their questionnaire.  | Student did not consistently or completely create and/or share a questionnaire on Microsoft Forms that identifies client needs, target audience, there is an unbalanced use of open- and closed-ended questions; and/or there are 4-7 grammatical errors in their questionnaire. | Student did not create and/or share a questionnaire on Microsoft Forms that identifies client needs, target audience, there are primarily closed-ended questions; and/or there are 8+ grammatical errors in their answers to ethical and legal questions. |
|  |  | **Successful** **(3.6-4):** | **Needs Improvement (2.8-3.59):** | **Not Successful** **(0-2.79):** |
| ***Campaign Planning & Execution (CLOs 1, 2, 3, & 4)*** | X of 4 | Student creates a campaign that targets the correct audience, selects the most appropriate social media platform, sets clear goals, uses a project management planner and spreadsheet to develop a logical content calendar; there are fewer than 3 grammatical errors in their spreadsheet and planner. | Student was inconsistent in creating a campaign that targets the correct audience, selecting the most appropriate social media platform, setting clear goals, using a project management planner and spreadsheet to develop a logical content calendar; and/or there are 4-7 grammatical errors in their spreadsheet and planner. | Student did not create a campaign that targets the correct audience, select the most appropriate social media platform, set clear goals, use a project management planner and spreadsheet to develop a logical content calendar; and/or there are 8+ grammatical errors in their spreadsheet and planner. |
|  |  | **Successful** **(3.6-4):** | **Needs Improvement (2.8-3.59):** | **Not Successful** **(0-2.79):** |
| ***Content Creation******(CLOs 1, 2, 3, & 4)*** | X of 4 | Student crafted a compelling and clear message that effectively communicates their client’s message, developed 3-4 graphics and written posts; there are fewer than 3 grammatical errors in their written and graphic content. | Student did not consistently craft a compelling and clear message that effectively communicates their client’s message, develop 3-4 graphics and written posts; and/or there are 4-7 grammatical errors in their written and graphic content. | Student did not craft a compelling and clear message that effectively communicates their client’s message, develop 3-4 graphics and written posts; and/or there are 8+ grammatical errors in their written and graphic content. |
|  |  | **Successful** **(2.7-3):** | **Needs Improvement** **(2.1-2.69):** | **Not Successful** **(0-2.09):** |
| ***Data Review******(CLOs 1, 2, 3, & 4)*** | X of 3 | Student successfully downloaded the spreadsheet with data, analyzed the results of their campaign, and answered all questions related to the data review; there are fewer than 3 grammatical errors in their answers. | Student is inconsistent in downloading the spreadsheet with data, analyzing the results of their campaign, and partially answered questions related to the data review; and/or there are 4-7 grammatical errors in their answers. | Student does not download the spreadsheet with data, analyze the results of their campaign, and answers incompletely and/or does not answer the questions related to the data review; and/or there are 8+ grammatical errors in their answers. |
|  |  | **Successful** **(4.5-5):** | **Needs Improvement** **(3.5-4.49):** | **Not Successful** **(0-3.49):** |
| ***Presentation******(CLOs 1, 2, 3, & 4)*** | X of 5 | Student submits sample emails sent to various audiences, attaches shared files and attachments, correctly understands the purpose of CC and BCC, correctly identifies when to “Reply” and “Reply All”, schedules send, correctly creates folders/rules to manage their inbox, uses correct salutations, subject line, and etiquette, and there are fewer than 3 grammatical errors. | Student is inconsistent in submitting sample emails sent to various audiences, attaching shared files and attachments, correctly understanding the purpose of CC and BCC, correctly identifying when to “Reply” and “Reply All”, scheduling send, correctly creating folders/rules to manage their inbox, using correct salutations, subject line, and etiquette, and there are 4-7 grammatical errors. | Student does not submit sample emails sent to various audiences, attache shared files and attachments, correctly understand the purpose of CC and BCC, incorrectly identifies when to “Reply” and “Reply All”, schedules send, incorrectly creates folders/rules to manage their inbox, uses incorrect salutations, subject line, and etiquette, and there are more than 7 grammatical errors. |
| **TOTAL** | X of 20 | **COMMENTS:**  |
| **NAME:** Name of Student |