

Checklist for Your Logs (10 entries by April 5th at 9am; submit via Google Form I provide you)

A Storymap (Feb 25)

- Content: 50-150 words plus a photo of your storymap
- Tip: Identify a *specific narrative structure* and engage (via Ashwell) how exactly it shapes people's choices.

Professor Bot (Feb 28)

- Content: 100-150 words plus a photo of your answers on the whiteboard
- Tip: Reflect on what you learned by pointing to a *particular aspect* of either transparency or responsibility. Use the assigned readings to help you along.

Personalization and Recommendation (Mar 4)

- Content: 100-200 words including details about your search terms
- Tip: Avoid generic search terms and share *focused expectations* of your results.

Design for Consent (Mar 7)

- Content: 100-150 words including what you learned from the workshop
- Tip: Stick to that *one important issue* and provide details from the workshop.

Terrain (Mar 11)

- Content: 100-200 words in response to one question
- Tip: Engage work by Duarte or Sayers by answering *one (and just one) question*.

Mechanical Turk (Mar 14)

- Content: 100-200 words about AMT
- Tip: Return to the *slides from lecture* for this one. They contain plenty of examples and references.

Zine Forms and Materials (Mar 18)

- Content: At least five photographs plus some words for context
- Tip: You don't need to analyze your photographs. Just tell readers *why you made them*.

Zine Content and Culture (Mar 21)

- Content: 200-300 words describing your zine
- Tip: Answer the questions in the workshop, especially *question number nine*.

Designing for One (Mar 25)

- Content: 100-150 words plus an optional sketch / drawing
- Tip: Use your design for one to *engage Hendren, Grandin, or Dobson*.

Results of Your Audit (Mar 28)

- Content: 100-200 words plus a spreadsheet and screen grabs of your results
- Tip: Attend to findings *across your group*. Don't focus only on your results.

Tips for Composing, Revising, and Formatting Your Logs

- Write with awareness of your *audience*: not just TAs and me, but undergraduate students who may be interested in "Unlearning the Internet" and the issues we're covering. What does your audience know? What don't they know? What terms should be defined in your log? What context should you provide?
- Be specific and avoid repetition, generalities, or abstractions wherever possible. The easiest way to do this is to draw upon *examples*, explain those examples (in your own words), and communicate to your audience why they matter. Each log entry can be about a specific example or prototype, which responds to the prompt.
- Avoid scope creep. You don't have many words (usually only 50-100) per entry, so you won't be able to address all the things. *Focus* instead on one thing and elaborate.
- Stay near the recommended *word count*. Do no more than double it.
- List in your *references section* (at the bottom of your log) any works you cite, quote, paraphrase, or mention. I'll provide you with the proper formatting and details for references to course materials.
- Enrich your writing with *media*, such as images. If the images are not yours, then include important details (creator, date, and venue) about them in your references section.
- Draw upon the *assigned materials* for evidence (e.g., quotation) and, where applicable, add your own perspective to them. Perhaps, for example, you disagree with someone's argument. Explain why.
- Get *feedback* from other people in the course and try reading your work aloud. Also see the TAs or me if you'd like feedback. We are happy to provide feedback during office hours or by appointment. (Given the size of this course, we can't provide feedback by email. Thank you for understanding.)
- *Situate* knowledge. Write about what you know and consider how your own experiences inform the course material. Don't hesitate to write in the first-person; after all, it's a log about what you're learning and doing during the semester. Feel free to apply your own discipline or major to the log entries, too.
- Briefly *introduce* your log at the top of your Markdown document. You might mention who you are, what the log is about, what it includes, and what your interests are (especially with respect to "Unlearning the Internet").
- For each log entry, provide a *title and date*. (See the example document I circulated during the Markdown workshop.) The date should correspond with the date on the course website (as opposed to, for instance, the date you wrote the entry), and log entries should appear in ascending chronological order (oldest entries at the top, and newest entries at the bottom). You can create your own entry titles or copy and paste the titles on the course site.
- Review the notes and slides for the course modules and, where possible, engage in your log entries the *key terms and questions* for each week. Put the language, issues, and problems from the course into action.
- If you're aiming for an A-, A, or A+, then demonstrate that you're learning *more than what's expected* by the prompts. Conduct additional research (with references), improve upon the course material by adding to it or offering another perspective, and provide compelling examples (with evidence) that respond directly to the prompts and push them in compelling directions (e.g., toward new research or lines of inquiry). However, please do not write additional entries unless I explicitly state in class or via email that extra credit for a specific entry is available. High marks should be a matter of quality, not just quantity. Also, I don't want to encourage you to write more than is necessary.