

SOC 214: Class, Status, Power
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Critical Analysis Blog Guidelines

Why would I do this option? Expressing yourself digitally can be more fun than writing a paper. A blog can engage more creative skills and content than text alone. Also, learning to write and represent ideas across digital platforms is a highly marketable skill. The blog might become part of a digital portfolio that you can provide to employers or graduate schools to demonstrate that you can write clearly, engage public audiences, legally and ethically use copyrighted content, and have basic HTML and coding skills.

There are five essay assignments in this class. Four of those assignments are Critical Analysis essays. These **four** Critical Analysis assignments can be submitted in traditional paper format or, as per the syllabus, you can choose an online multi-media (i.e. blog) format for these assignments. The fifth essay assignment, Class Biography, should still be submitted in writing. These are the guidelines for the blog multi-media option for the remaining four Critical Analysis assignments.

1. First, you should read the assigned essays for each Critical Analysis case study. They are posted on blackboard under "Assignments".
2. You should consider the form and content of the debate: *What is the issue being discussed? Why is it being discussed? How is the debate relevant to the parties having the debate? How is it relevant (or, not) to other parties?*
3. Next, you should consider what social processes and structures are implicitly or explicitly engaged in the case study. For example, you might ask yourself if this debate is about gender, race, class, status, or power. You may also consider what is being explicitly discussed, e.g. gender inequality, what is being implicitly discussed, e.g. intersectionality, and what might be salient to the debate but is not being discussed at all, e.g. power, class, or capitalism.
4. You should make a blog post reflecting that you have 1) read the assignments, 2) understood the debate and relevant parties, 3) interrogated the social processes and structure evident in the debate.
5. The post's content can be approached creatively. For example, you may choose to embed video clips (which count towards a citation/link minimum, with proper attribution), embed audio clips, use or create images that augments/represents evidence in your argument.

GUIDELINES

Blogs

- Digital writing is a two-way medium. Therefore, your blog should not be set to “private”.
- However, you can choose to allow only moderated comments on your blog posts.
- Your blog should have an “About” page that states that the content is being produced for course credit.
- Please be aware that class members and different publics may view your blog.

Posts

- Posts should have a minimum of 300 words.
- You should assume that I have read the case study and all assigned readings. Therefore, no more than ¼ of the post should be spent summarizing the readings. You can demonstrate that you have read the material by engaging it critically using specific examples from the text in your analysis.
- Each post should have a minimum of two citations. See “Attributions” for guidance on proper attribution and credits in online spaces.
- Each post should be posted to your blog on the day the assignment is due to be graded for credit.

Examples

- Student blog post on Daft Punk and Coachella that uses embedded video: <http://welcometoedm.wordpress.com/>
- Student made video that interrogates gender roles in dating: http://www.youtube.com/watch?v=6L_Dx99QvwA
- A multi-media blog made by a student that explores race and education: <http://raciallimitations.weebly.com/>
- A student blog post about gender and Disney princesses that uses images: <http://whydisneylied.blogspot.com/2013/12/under-siege.html?spref=tw>
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Attribution

Just as in writing scholarly papers, proper attribution in digital writing is important. Using content in your blogs without proper attribution will constitute plagiarism and your grade will be reduced. Please note that we will have an entire class session on vetting sources and proper citation (January 22). Images, video, sound clips, and text published online cannot be copied and pasted without attributing it to the original author or website.

Attribution should include as much information as possible for a reader to trace the content to its original source. This could include names, dates, and URLs. You should also *hyperlink* content to the source.

For an example of how this might look, visit [this](#) post from EduBlogs on attribution and copyright from April 2, 2012. ← also an example of how attribution might look in a post. (<http://studentchallenge.edublogs.org/2012/04/02/week-5-adding-images-and-attribution/>)

The most efficient way to use content in your blog that you found elsewhere on the Internet is to look for content that has a [Creative Commons copyright designation](#). You may even consider assigning a Creative Commons copyright to your own blog. You can see a simple primer on Creative Commons here and meet with me if you have any questions. (<http://theedublogger.com/2012/02/09/the-educators-guide-to-copyright-fair-use-and-creative-commons/>)

HELPFUL RESOURCES

- How to use copyrighted content:
<http://theedublogger.com/2012/02/09/the-educators-guide-to-copyright-fair-use-and-creative-commons/>
- How to find images and video cleared for sharing by content owners:
 - Creative Commons Search: <http://search.creativecommons.org/>
 - Images at StockVault: stockvault.net
 - ClipArt in the public domain: <http://openclipart.org/>
 - Search Flickr for images cleared for sharing by their Creative Commons designation:
www.flickr.com/search/?q=&l=cc&ct=0&mt=all&adv=1

GRADING

Blog entries will be graded on a 20-point scale according to the following rubric, adapted from [Mark Sample](#) under the terms of a Creative Commons license (CC BY 3.0).

Rating Characteristics

20	<i>Exceptional.</i> The blog post is focused and coherently integrates examples with explanations or analysis. The post has minimal spelling and grammatical errors. The post uses more than the minimal number of citations/links (minimum = 2). The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The post seamlessly integrates concepts discussed in class and in readings. The post reflects in-depth engagement with the topic.
15	<i>Satisfactory.</i> The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. The post has minor spelling and grammatical errors that do not interfere with reading comprehension. The post has the minimum (2) number of citations/links. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post mentions or lists concepts and themes discussed in class but does not fully engage them with the content or integrate them into the post's overarching argument. The post reflects moderate engagement with the topic.
10	<i>Underdeveloped.</i> The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post has spelling and grammar errors that interfere with reading comprehension. The post has fewer than the minimum number of citations/links (minimum = 2). The post reflects passing engagement with the topic. The post does not mention any concepts or themes discussed in class or the readings and/or it does so in a way not at all connected to the post's argument or content.
5	<i>Limited.</i> The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. The post does not present an argument, any links/citations, any original contribution to the assigned material.
0	<i>No Credit.</i> The blog post is missing or consists of one or two disconnected sentences.