

## Assignment: Twitter



**Due Date:** Continuous throughout the semester; assessed December 4, 2013

**Submission:** Via Twitter: students must include class hashtag (#1131fairytale) in order to get credit for each tweet.

**Assignment Details:** Students will use Twitter for 2 separate functions:

1. **Live Tweet film screenings:** Using the class hashtag, students will live tweet each film screening, noting key moments in the film, connections to class discussions, questions they want to ask in class the next day or other comments that will benefit the class. Students may consider this a form of public note-taking or an opportunity to “comment” on the film in real time. The goal is to create a set of references for class discussion and thoughts students may come back to during discussion, during writing exercises or while drafting papers.

Students should aim for 5-10 tweets per screening for each of the 13 screenings. If students are absent from a screening, they may make up these tweets by watching and live tweeting the same film on their own time.

2. **Add to course discussions:** Using the course hashtag, students will locate and/or discuss fairy tale related articles, memes, popular culture references, adaptations or discussions online. Students should create Tiny URL links to relevant articles or images and provide an appropriate summary or description in their tweets. Students should also engage with items tweeted by classmates. These responses should be characterized as adding new commentary or discussion points to the conversation rather than merely re-tweeting or adding superficial remarks (i.e. “Cool!”). The goal is to create additional space for discussion, discover fairy tale adaptations beyond the course material and engage with contemporary examples of our class topic, while gaining proficiency in communicating through Twitter.

Students should aim for 1-2 original tweets a week and 1-2 responses, for a total of at least 25 of each by the end of the semester.



## Grade Rubric: Twitter

Category	Assessment Criteria	Points
Live Tweets: Content 10 points	<b>10-</b> Tweets are creatively and succinctly written on topic and are useful for the student, instructor or course discussion. <b>9-7-</b> Tweets are succinct, on topic and may be useful for student. <b>6-0-</b> Tweets are off topic, long winded, not useful for course or missing.	
Live Tweets: Frequency 5 points	<b>5-</b> Exceeds required number of tweets per screening, >10, for all 13 screenings, for a total of >125 tweets over the course of the semester. <b>4-3-</b> Meets required number of tweets per screening, 5-10, for a total of 70-120 tweets. <b>2-0-</b> Does not meet required number of tweets per screening, does not make up any missed screenings, does not participate in Twitter assignment	
Discussion Tweets: Content 10 points	<b>10-</b> Original tweets consistently provide new resources or ideas that add value to the discussion. Tweets are creatively and succinctly written to stimulate dialogue and commentary. <b>9-7-</b> Some original tweets add to discussion, but are poorly written or do not add many new ideas or resources to the class. <b>6-0-</b> Original tweets are missing or do not provide any new resources or ideas, and add no value to the discussion.	
Discussion Tweets: Frequency 5 points	<b>5-</b> Exceeds the required number of tweets per week, for a total >25 tweets for the semester. <b>4-3-</b> Meets the required number of tweets per week, for a total =25 tweets for the semester. Greater number of tweets per week in the last few weeks of the semester. <b>2-0-</b> Does not meet the required number of tweets per week, for a total <25 tweets for the semester.	
Discussion Tweets: Mechanics 10 points	<b>10-</b> Tweets include accurate hyperlinks (tiny URL) to resources that enhance the topic. Writes with appropriate attention to grammar/spelling within 140 character limit. <b>9-7-</b> Some tweets include hyperlinks, but not all resources are relevant to the topic or links are often broken. Writes with some attention to grammar/spelling but occasional typos mar coherence. <b>6-0-</b> Tweets either contain no hyperlinks or selected resources have no relevance to the topic. Does not use tiny URL to conserve character. Grammar/spelling errors make tweets difficult to read.	
Discussion Tweets: Responses 10 points	<b>10-</b> Exceeds the required number of responses per week, for a total >25 response tweets for the semester. Consistently responds to tweets with positive, respectful, and succinct comments while providing a meaningful addition to the discussion. <b>9-7-</b> Meets the required number of tweets per week, for a total =25 tweets for the semester. Greater number of responses per week in the last few weeks of the semester. Responses are generally new ideas or concepts that add to the discussion. <b>6-0-</b> Does not meet the required number of tweets per week, for a total <25 tweets for the semester. Responses to tweets are negative and disrespectful and provide no value to the discussion.	
Point total	50 points possible	