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American Public University System

The Ultimate Advantage is an Educated Mind

Department of Information Technology
WEBD220: Web 2.0 Fundamentals
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor:
Email:
Phone:
Fax:
Office Hours:

Course Description

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This course provides an introduction to Web 2.0 trends and technologies. Students will profile the various features, tools, communities, and practices available in Web 2.0. Also included is a survey of the concepts, tools and practices used to build blogs and wikis. The course also reviews the various methods of posting information from the blog into web pages using RSS & Atom techniques. Students will also appraise other Web 2.0 technologies, such as forums, collaborative web sites, forums and wikis. Students will apply the knowledge gained in this course to design and create blogs and forums.

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Course Scope

This course is divided into 8 weeks and is organized to give students an understanding of the concepts and structure of technology related to Web 2.0 technology, such as wikis, blogs, social sites and services. The course includes web site readings, exercises, forum assignments, a quizzes and final project.

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Course Objectives

Upon completion of this course of study, the student will be able to:

1. Appraise the trends and the potential of Web 2.0
2. Profile the tools for building blogs, wikis, forums, and other Web 2.0 technologies
3. Design blogs using Web 2.0 tools for blogging, photo sharing, and social networking
4. Utilize RSS feeds and atoms to post and share headlines.
5. Incorporate multimedia into Web 2.0 Blogs
6. Collaborate with others users using wikis.
7. Use various communication methods available in Web 2.0, such as VoIP, IM, and forums.
8. Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.

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Course Delivery Method

This B.A. in Information Technology Management course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Assignments include Forum questions (accomplished through a threaded forum), examinations and quizzes (graded electronically), and individual assignments (submitted for review by the Instructor). Your Instructor, Tracia Craig, will support you throughout this eight-week course.

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Course Materials

This course utilizes resources available on various web sites. Selected readings will be indicated each week.

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Evaluation Procedures

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1. **Evaluation Criteria.**

<u>Graded Assignment</u>	<u>Points towards Final Grade</u>
Week 1 Forum/Introduction	0
Week 1-8 Quizzes	25
Week 2-8 Forums	25
Week 2-7 Assignments	25
Week 8 Final Project	25
Total	100

Forum Requirements:

Participation in online discussions will count in the final grade. Students are encouraged to participate and be involved; therefore, the grades will largely depend on the number and content of postings in the forum. Please make initial posts by Saturday of at least 250 words and at least two peer posts by Monday of at least 150 words. Be sure posts add to the discussion. Please include APA citations to support your posts. Please see [Appendix C](#) for Forums Rubric.

Synthesis Presentation Rubric – [Appendix B](#)

CATEGORY	4	3	2	1	Multiplier	Total
Introduction	The introduction clearly states the main topic and previews the structure of the presentation.	The introduction clearly states the main topic but only partially previews the structure of the presentation.	The introduction states the main topic, but does not preview the structure of the presentation.	There is no clear introduction of the main topic or structure of the presentation.	X 2.5	
Paragraph Construction	In 20 or more slides notes, ensure all paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	X 2.5	
Sequencing	In 20 or more slides, details are placed in a logical order and correspond to the structure presented in the	Details are sometimes logically placed, but do not correspond to the structure presented in the introduction.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	X 2.5	

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Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	X 2.5	
Supportive Research	Supporting research studies and/or reports are research-based and accurately reported in 20 or more slides .	Supporting research studies and/or reports are not accurately reported.	Research studies and/or reports do not support the discussion.	Research studies and/or reports are limited and/or inaccurately reported.	X 2.5	
Quality of Information	Information clearly relates to the main topic in 20 or more slides . It includes several supporting details	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	X 2.5	
Conclusion/ Recommendations	The conclusion effectively summarizes the discussion and provides at least two recommendations for	The conclusion summarizes the presentation but provides only one recommendation for further research.	The conclusion partially summarizes the discussion, but provides no recommendations.	The conclusion is poorly constructed.	X 2.5	
Sources Citations References	All sources (information and graphics) are accurately documented in APA.	One source is not documented in APA format.	Two sources are not documented in APA format.	More than two sources are not documented in APA format.	X 2.5	
Mechanics	No grammatical, spelling or punctuation errors.	One grammatical, spelling or punctuation errors.	Two grammatical, spelling, or punctuation errors.	More than two grammatical, spelling, or punctuation errors.	X 2.5	
Timeliness	All late submissions have a 10 point (10%) deduction.				10	
Total					100	

Appendix C – Forums Response Rubric

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Rubric for Student Forum Posts

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Synthesis of concepts	Applications of personal experience	Clear citations	Writing standards	Rubric for Response to Two or More Students	Timeliness
Synthesized concepts in 250 or more words (critical to class performance). The response refers to course materials and shows a clear understanding of main ideas and concepts. There are no irrelevant comments and the information is on point. Ideas are clearly and properly organized.	The response provides personal examples that tie in with the course material being discussed. Reflection is evident and clearly ties in with the material presented. Insight was provided to some concept.	The response made proper reference to the course text or to other materials that were referenced or referred to in the discussion. Opinions were also included and were valid.	The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.	Responded to two or more students in 150 words or More. The other learner's ideas, questions, concerns were addressed. The response referenced reading or lecture materials when needed. The response addressed the learner's feelings if needed. There were no irrelevant or off-point comments. The posting reflects a clear understanding of the other learner's ideas.	The posting was "not" submitted on time.
30%	20%	10%	20%	20%	10% (deduction) Optional

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Grading Scale

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Please see the [student handbook](#) to reference the University's [grading scale](#).

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Course Outline

8 Week Course

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Readings</u>	<u>Assignment(s)</u>
1	What is Web 2.0?	<p>LO-1: Appraise the trends and the potential of Web 2.0</p> <p>LO-8: Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Forum Introduction Week 1 Forum Week 1 Assignment Week 1 Quiz
2	Blogs – creation and manipulation	<p>LO-2: Profile the tools for building blogs, wikis, forums, forums, and other Web 2.0 technologies</p> <p>LO-3: Design blogs using Web 2.0 tools for blogging, photo sharing, and social networking</p> <p>LO-4: Examine and utilize RSS feeds and atoms to post and share headlines.</p> <p>LO-5: Incorporate multimedia into Web 2.0 Blogs</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 2 Forum Week 2 Assignment: Week 2 Quiz
3	Open source and Greasemonkey	<p>LO-1: Appraise the trends and the potential of Web 2.0</p> <p>LO-8: Evaluate the principles</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 3 Forum Week 3 Assignment Week 3 Quiz

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		and practices to manage the users of Web 2.0 tools and technologies.		
<u>4</u>	Users Create Content	<p>LO-1: Appraise the trends and the potential of Web 2.0</p> <p>LO-8: Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 4 Forum Week 4 Assignment Week 4 Quiz
<u>5</u>	Wikis – comparisons, creation and manipulation	<p>LO-2: Profile the tools for building blogs, wikis, forums, forums, and other Web 2.0 technologies</p> <p>LO-4: Examine and utilize RSS feeds and atoms to post and share headlines.</p> <p>LO-5: Incorporate multimedia into Web 2.0 Blogs</p> <p>LO-6: Collaborate with others users using wikis.</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 5 Forum Week 5 Assignment Week 5 Quiz
<u>6</u>	Audio and Video – Using Podcasts in Blogs	<p>LO-2: Profile the tools for building blogs, wikis, forums, forums, and other Web 2.0 technologies</p> <p>LO-3: Design blogs using Web 2.0 tools for blogging, photo sharing, and social networking</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 6 Forum Week 6 Assignment Week 6 Quiz

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		<p>LO-5: Incorporate multimedia into Web 2.0 Blogs</p>		
<u>7</u>	<p>Social Networking, VOIP, IM</p>	<p>LO-2: Profile the tools for building blogs, wikis, forums, forums, and other Web 2.0 technologies</p> <p>LO-3: Design blogs using Web 2.0 tools for blogging, photo sharing, and social networking</p> <p>LO-5: Incorporate multimedia into Web 2.0 Blogs</p> <p>LO-7: Utilize various communication methods available in Web 2.0, such as VoIP, IM, and forums.</p> <p>LO-8: Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 7 Forum Week 7 Assignment Week 7 Quiz
<u>8</u>	<p>Research/Synthesis</p>	<p>LO-8: Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.</p>	<ul style="list-style-type: none"> Specifically defined in the classroom 	<ul style="list-style-type: none"> Week 8 Forum Week 8 Final Project Week 8 Quiz

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Research/Synthesis Presentation

The research/synthesis presentation will require students to submit 8-10 double-spaced, typed pages regarding a topic identified in the course or a topic related to concepts covered in this course. Instructions and recommendations will be posted in the electronic classroom under the **Resources/Synthesis Presentation** Section. It is important that you follow the APA formatting guidelines and site your references throughout your presentation and at the end of the presentation. **Upon completion, upload your research presentation to the Assignments area of the classroom.**

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Your research/synthesis presentation will summarize your thoughts (based on your analysis of the readings, assignments, and other sources) on a topic covered within the course. You will be convincing the reader of the benefits of your topic and providing an argument for why it is necessary. You may choose to analyze a topic (software, for example) not specifically explored within this course but be sure to make clear comparisons/contrasts to course related material, using arguments that are well documented and supported by research. Your presentation should include **at least 20 slides with an introduction, body, summary/conclusion, and notes pages.**

In your research/synthesis presentation, you will thoroughly discuss major research findings about your topic. You will be using APA formatting for your references and citations. You will arrange your findings in an organization that is made clear to the reader in the introduction and summarize your presentation in a conclusion section. Please see [Appendix B](#) for the rubric that will be used to evaluate your synthesis presentation.

Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the [Online Library](#) provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](#) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

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- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. At the [Online Library](#) home page, look under **Tutorial Center** and **General Studies** and click on the “**Smarthinking**” Link. All login information is available.

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