

Social Media Project

Due Date: Before the start of class on Monday April 15.

Purpose:

Skills: To demonstrate the critical thinking and oral presentation skills necessary to successfully construct and share thoughtful research projects in collegiate and professional settings. This will be accomplished by:

- identifying credible sources;
- summarizing and explaining historical information;
- selecting the evidence most relevant to advancing an informed discussion of a topic;
- writing a concise and informed presentation that is visually engaging;
- and speaking publicly in an informed, energetic, and professional manner.

Knowledge: To identify, summarize, and explain the actions, ideas, and events relevant to gaining a deep understanding of a self-selected topic.

Task: Either alone or in pairs, student/s will create an intellectually-engaged, visually-appealing Twitter thread to explain the historical evolution of an instructor-approved topic and then explain the project and its significance during an in-class oral presentation. The project will include:

1. Potential Topics:

- Select a general topic and discuss aspects of its presence and evolution in American life since 1929:
 - capitalism;
 - definition of freedom, democracy, or citizenship;
 - foreign affairs;
 - gender;
 - immigration;
 - and race.
- Consult with the professor to narrow the focus of the topic.

2. Twitter thread:

- Create a public [Twitter](#) account specifically for this course.
- Write at least fifteen threaded tweets to explain the historical significance of a topic by advancing an effective and sustained argument/discussion supported by relevant historical information.
- Include relevant images (including photographs, newspaper headlines, charts, timelines), videos, gifs, memes, etc., for at least half of the tweets.

3. Oral Presentation:

- Speak in an energetic and professional manner for seven- to ten-minutes, summarizing and explaining the topic.
- If presented as a team, both students must speak.

4. Required Sourcing:

- Must cite Foner's *Give Me Liberty*.

- Must cite at least three credible non-course sources;
 - May substitute citations for up to two non-course sources for assigned primary-source documents uploaded to D2L.

5. Citations:

- Provide source citations for each tweet.
- Take snapshots of tweets, paste them into a Word document, and type sourcing information immediately beneath the tweet.
 - Include the project's Twitter handle in this document.
- Formatting citations:
 - **For course materials and outside books and articles:** Citations should include the author's last name and a page number in parenthesis. Example: (Foner, 745) or (Du Bois, 163) or (Carroll Lecture, Who Fought and How).
 - **For outside internet sources:** Citations should include the author's last name, abbreviated article title, and internet site title. Example: (Patterson, "Zora Neale Hurston," BlackPast.org).
 - **Full bibliography information** should be provided for all reference materials at the end of this document.
 - Students may select their preferred citation style.
- Upload citations document to D2L before the start of class on due date.

Criteria: Assessment is worth 100 points and counts as 15 percent of the final grade. (Please see full rubric attached to assessment on D2L.) Team participants are assessed on an individual and group basis.

- **Content** (25 points): Project should include sufficient relevant historical context and details.
 - Did the student/team consult with the professor to narrow the focus of the topic?
 - Does the project adequately summarize events, ideas, and/or actions relevant to the topic?
 - Is relevant historical information provided to support the argument as it develops?
- **Critical Thinking** (25 points): Project should explain, not just summarize. A strong thesis statement is required to advance your argument.
 - Does the Twitter thread have a clear and informed thesis statement?
 - Is the project's overall argument logically developed tweet-by-tweet?
 - Does the project maintain a strong sense of purpose through continuity of argument?
- **Sourcing** (25 points): Projects should include sufficient citations to advance a substantive argument.
 - Is citation information provided for each tweet?
 - Is adequate citation information provided for all required course and non-course materials?
 - Is a complete bibliography provided?
 - Are the sources credible?
 - Are the sources relevant and accurate?
- **Presentation** (25 points): Presentations should be well organized, substantive, and delivered in a professional and energetic manner.
 - Did student/s speak in an energetic, professional, and persuasive manner?
 - Is the Twitter thread and presentation well organized and logical?
 - Is the Twitter thread creative and original?
 - Is the Twitter thread grammatical correct?
 - Was the oral presentation seven- to ten-minutes long?