Meme of the Week Assignment

Below are the instructions and rubric (pp. 2-3) provided to students to complete the Meme of the Week assignment. The number of times a group presents will depend on class size, group size (<6 students per group recommended), and number of class meeting times.

Assignment Description

Twice during the semester, each group will identify a social media post (e.g., meme, video, infographic, text post, Twitter thread) related to current course topics.

Although the assignment is called Meme of the Week, students are not limited to memes for their analysis. Any social media content is acceptable.

The group will analyze the social media content and prepare to lead a critical discussion in class about the post. Include a QR code that links directly to the post you are analyzing with the class.

To prepare to lead your peers in this analysis, use at least 3 of the 4 SIFT methods to critique the social media post you chose in advance. When presenting, remember that you are *leading your peers* through this analysis, so you should let them try first, THEN follow up with your own findings.

Use the D2L rubric to make sure your class presentation fulfills requirements.

Submit anything you have for the Meme of the Week presentation before class to this Dropbox.

Rubric

Criteria	A	B	C	D/F
Course-Related Social Media Content	6 points Students have selected a social media post that is related to current course topics.	4 points Students have selected online content that is either not social media content OR is not relevant to current course material.	2 points Students have selected content that is not social media content NOR is relevant to current course material.	0 points Student have not chosen content to discuss.
Critical Discussion	12 points Students have designed an effective critical discussion that focuses on exploring and critiquing the social media post in terms of information literacy: its information accuracy, authorship credibility and bias, and/or methods of persuasion.	8 points Students attempt to lead a critical discussion were either: (1) poorly designed or executed OR (2) NOT focused on exploring and critiquing the social media post in terms of information literacy: its information accuracy, authorship credibility and bias, and/or methods of persuasion. For example, discussion may have instead focused to much on the topic the of the social media instead of information literacy principles.	4 points Students attempt to lead a critical discussion were both: (1) poorly designed or executed AND (2) NOT focused on exploring and critiquing the social media post in terms of information literacy: its information accuracy, authorship credibility and bias, and/or methods of persuasion. For example, discussion may have instead focused to much on the topic the of the social media instead of information literacy principles.	0 points Students did not include a substantial critical discussion component. Minimal to no discussion was incorporated.

SIFT Method	12 points Students have clearly prepared for the presentation by applying at least 3 of the 4 SIFT methods in advance of the presentation. They have incorporated these at least 3 of the 4 methods in their presentation through either by sharing what they've learned through their own lateral reading OR by effectively leading the class in practicing these strategies.	8 points Students include at least 3 of the 4 SIFT methods in the presentation by effectively leading the class in practicing these strategies. However, its not clear they have not prepared well through doing a lot of this searching on their own before their presentation.	4 points Students only include 1 or 2 of the SIFT strategies in their presentation and it seems as if they were not well prepared by engaging in these strategies thoroughly before the presentation.	0 points SIFT strategies mostly unapplied in the presentation.