**SCOM 120 01 Digital Media Literacy**

Ingrid Sturgis CRN 86032

Assistant Professor 3 credits

C.B. Powell Building 7-9 p.m. Wednesday

233-F/202-806-5124 Room: B-5, Seeley G. Mudd Building

M/W 12-1:30, Tues. 11 a.m.-3 p.m., and by appt. Fall 2013

isturgis@howard.edu Course website

Class hashtag: #SCOMHU120

**COURSE DESCRIPTION**

Digital Media Literacy seeks to incorporate new forms of digital and media competencies into foundational learning.  This hybrid class will meet in person as a large group, in small groups and online on assigned days. This course will survey issues in the evolving face of media today with special emphasis on how computer and digital technology have changed communication. It will examine important issues ranging from identity, privacy, creativity and public roles. It will cover the digital impact on society, culture and politics and its impact on journalism and mass media.

**Class Format**

Classes will regularly feature discussions, in-class lab assignments (which will be graded), critiques, quizzes and guest speakers. Your class participation grade will not only include input in discussions, but also sharing ideas and thoughts. On some assignments, you will begin in class and finish out of class. Expect to spend at least three to six hours per week outside the classroom to plan and execute or collaborate on group projects. Classes will require research, writing and reporting for hard copy and online projects.

What is digital media literacy? Digital media literacy extends the traditional understanding of media literacy to include new skills that are required to navigate today’s new media environment and includes creative production and instruction on how to evaluate and use information critically. (Buckingham, 2003; Jenkins, 2006)

**Prerequisites or Corequisites**

None

**Course Goals**

This is an interactive multimedia course. You will be asked to read, watch, listen, create and collaborate. The primary goal of this class is to help students develop and critically examine the cultural competencies, technologies and social skills necessary for the new media landscape of the 21st century. However, part of doing that involves understanding what it means to be a citizen living in the 21st century media landscape. While we are all well versed in ‘new media’ technologies, such as social networks, video games and the WWW etc…, these technologies are often consumed passively. By the end of this class, you will hopefully no longer be passive participants of the media landscape, but active inquisitors and creators, who can not only critically reflect on what they consume and create, but also understand its relationship to the world at large.

By participating in this course, students will:

Acquire an understanding of the historical context, current trends and future projections of digital communication methods

Develop an awareness of unintended consequences of new technology

Become a critical consumer of information

Become better writers and more analytical thinkers

**Learning Outcomes**

**Course Objectives**

After completing this course, students will be able to:

• Explain basic concepts and theory in new (digital) media

• Describe the historical context of computer-based communication

• Identify three inventions that provided the foundation for today’s digital communication technologies

• Demonstrate an understanding of the political, economic, social, cultural and ethical issues that accompany the use of these technologies.

• Analyze the development of technology and its continuing impact on culture, the economy, privacy, law, politics, social movements and journalism.

• Skill Development

• Use blogging and other web technologies to share personal thoughts and interact with classmates

• Use the WWW as a research tool

• Effectively communicate complex subjects in engaging oral presentations

• Develop and refine skill in identifying and citing credible resources

* Demonstrate a self-reliant approach to solving basic technology and information challenges.
* Demonstrate an understanding of how networked technologies impact issues of diversity, including race, gender, class and regionalism.
* Demonstrate an understanding of data and statistics to gauge their relevance, quality or reliability.
* Know the relevant literature in several domains of study relating to new media and society.
* Develop a set of skills for writing short, theoretically informed pieces that apply the research literature to real world events and concerns
* Outline some of the ethical challenges which youth face in their roles as media producers and members of online communities.

**Student Learning Outcomes for the School of Communications**

1. Understand and apply the First Amendment principles and the law appropriate to professional practice

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

3. Demonstrate an understanding of diversity of groups in a global society in relation to communications

4. Understand concepts and apply theories in the use of and presentations of images and information

5. Work ethically in pursuit of truth, accuracy, fairness and diversity.

6. Think critically, creatively and independently

7. Conduct research and evaluate information by method appropriate to the communications profession in which they will work

8. Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate styles and grammatical correctness

10. Apply basic numerical and statistical concepts

11. Apply tools and technologies appropriate for the communications professions in which they work

12. Understand and demonstrate the ethical use of digital communication

13. Understand the basics of Entrepreneurship/Intrapreneurship.

14. Demonstrate an awareness of hearing, language and speech disorders, and the treatment of them.

15. Apply the principles of effective oral /interpersonal communications in a variety of professional and personal contexts

16. Demonstrate media literacy with a critical understanding of messages in mediated communication

**Instructional Methods** (What will you and your students do to achieve the objectives?)

**Course Structure**

This course is designed to provide a hybrid experience, including both face-to-face and online activities.

Contact time will be divided in the following way:

70% face-to-face

30% online

Online sessions will be a blend of self-paced and group activities using Blackboard, Google Hangouts and other websites. Activities will consist of chat, discussion forums, email, journaling, blogging, wikis, multimedia presentation and web posting.

Face-to-face sessions will be held in **Room B-5 in the Seeley G. Mudd Building**.

**Teaching methodologies:** This course will use a variety of teaching methods including but not limited to lectures, guest speakers, discussion groups, online teaching and group projects.

1. E-Portfolio

2. Weekly Reflections

3. Google Hangout Speaker Series

4. Midterm exam

5. Group Project

6. Use of social media. **Please set up the following accounts: Twitter.com, Facebook.com, Linkedin.com, Google Hangouts, Instagram.com, Vine.com, Socrative.com, Youtube.com.**

**TEXTBOOKS AND OTHER RESOURCES (in the required citation format)**

**Required**

Digital Media Literacy Course Pack. Available in Bookstore

**Supplementary Reading**

Mashable.com

Wired.com or Wired magazine

 The Next Web (online)

Fast Company (online or magazine)

Robert Scoble (online)

Berners-Lee, T. (2010). Long Live the Web. Scientific American, 303(6), 80-85.

Boyd, D. (2007). Social network sites: Public, private, or what. Knowledge Tree, 13(1), 1-7.

Gee, J. P. (2007). Good video games+ good learning: Collected essays on video games, learning, and literacy (Vol. 27). Peter Lang Pub Incorporated.

Gilster, P., & Glister, P. (2003). Digital literacy. Wiley Computer Pub.

Godin, S. (2008). Tribes: We need you to lead us. Portfolio Trade.

McGonigal, J. (2011). Reality is broken: Why games make us better and how they can change the world. Penguin Press HC.

Rosen, J. (2006). The people formerly known as the audience. PressThink, June, 27.

Shirky, C. (2009). Newspapers and thinking the unthinkable. Clay Shirky Blog, March, 13.

Tanner, R. (2011). The myth of the tech-savvy student. Online Learning: The Chronicle of Higher Education.

Thompson, C. (2008). Brave new world of digital intimacy. New York Times, 5.

Watkins, S. C. (2009). The young and the digital: What the migration to social network sites, games, and anytime, anywhere media means for our future. Beacon Press.

**COURSE REQUIREMENTS** (What performance criteria must students meet to fulfill

• Internet connection (DSL, wireless, or cable connection desirable)

• Access to Blackboard

* Bison email address

1. Develop an e-portfolio of your work for review at midterm and at the end of the semester.

2. Maintain an up-to-date journal of reflections on assignments

3. Present a 5-minute group multimedia report analyzing an issue in digital communications or social media.

4. Complete homework assignments on time, earning an “S” average.

5. Achieve 80 percent or more for four quizzes

6. Participate in classroom and online activities, including group projects, earning an “S” average.

**Formatting and File Naming Conventions**

Use a one-word slug (or label) for each article and its multimedia components. Number multiple components, such as photos. Add your byline to the story slug and your initials to multimedia components. Include your last name in the slug line for audio. Add the initials of the editor/producer, i.e., Jasmine Doe would be jd at the end. For example:

METRO-Ingrid Sturgis-jd

METRO PIX 1-is-jd

METRO PIX 2-is-jd

METRO VIDEO-is-jd

METRO AUDIO 1-SMITH-is-jd

METRO AUDIO 2-JONES-is-jd

METRO CHART-is-jd

Single space articles without paragraph indentations and leave a line space between paragraphs—similar to the format of this syllabus. Make sure the correct byline is at the top of the article. The writer and/or you should create hyperlinks for all proper nouns and other reader-friendly information. All stories MUST include hyperlinks. Double check links to make sure that they work.

All written assignments must be TYPED AND DOUBLE-SPACED WITH AT LEAST A ONE-INCH MARGIN ON ALL SIDES, unless otherwise noted. INCLUDE A CITATION FOR ALL RESEARCH MATERIALS. Include your name, e-mail address, course name, assignment description, and date in the upper left corner. This information can be single-spaced. Do not include your student ID number. Please submit both a HARD COPY OF YOUR ASSIGNMENT ON PAPER, AND UPLOAD via Blackboard’s DISCUSSION BOARD, ASSIGNMENT TOOL, or TESTS/SURVEYS. Do not e-mail assignments, unless instructed. E-mail should be used primarily to communicate with Professor Sturgis. Edited assignments must be also posted to your blog.

**e-Portfolio/Resume**

You will be expected to produce a blog or Web site using WordPress to serve as a resumé and a showcase of your work. Minimum requirements for all blog posts and reflections: 100-150 words, one image, two out-bound links, one comment on classmates posting, one comment on blog you are following.

**COURSE POLICIES**

**Computation of Final Course Grade**

In-Class Assignments/ Class Participation …….100 points

Quizzes (4)…………………………………………………….100 points

Reading Reponses/Reflections………………………150 points

Midterm Assignment……….………………………… 150 points

Final Project…………………………………………………..250 points,

e-Portfolio Review ….……………………………………...150 points

Experiential Component 100 points

(In addition to the meeting with your discussion group outside class, students will be asked to attend a lecture, campus event or movie screening)

Total: 1,000 points

**Letter Grade Point Ranges Grade Point Value**

A -- 900 - 1000

B -- 800 - 899

C -- 700 - 799

D -- 600 - 699

F -- 0 – 599

\*\*\*\*\*These percentages are subject to change because of additional or fewer assignments as needed.

**Grading**

Grades for the course will be determined by quizzes and quality of student-produced projects using a standard grading rubric. (See Rubrics). Journalistic work will be graded based on its newsworthiness, originality, focus, clarity, accuracy and suitability for publication online. Rules about writing and style are to be strictly followed. The final authority on style will be the Associated Press Stylebook.

Grades are assigned based on the work submitted by deadline. If you miss a class, please consult with another student for notes. Make sure you fully understand directions for every assignment. Course work submitted that does not conform to prescribed guidelines will not be accepted. There are no make-ups for in-class writing, quizzes, the midterm, or the final project.

**Classroom Etiquette**

Mobile phones, watch alarms, iPod and other are permitted for use in in-class assignments and research. But should not be used for personal communication during class time. Please silence cell phones and other audio devices. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Late students will not be permitted to enter more than 10 minutes late. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Store your work on a portable USB storage device (flash drive). Always backup assignments on a separate flash drive. Always have at least two digital copies of everything that you create. **There will be NO accepted excuses for assignments lost to computer failure or lost flash drives.**

**Class Participation and Group Work Policy**

Everyone must take part in a collaborative project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Incomplete Grades and Withdrawals**

University policy permits incomplete grades only in extenuating circumstances for emergencies occurring near the end of the semester that prevent completion of the course AND only if 70 percent or more of the coursework has already been completed. You must meet both conditions. Emergencies must be documented beforehand in the dean’s office or Academic Advising in the School of Communications and/or the Office of Special Student Services.

If you fall behind for other reasons, don’t ask for an incomplete grade. Make plans to retake the course—even if it means delayed graduation.

You must submit a request for an incomplete grade in writing with the appropriate documentation before final grades are due. You are also required to sign a document justifying the incomplete grade, verifying the current grade of Incomplete/F (I/F) and outlining remaining assignments with due dates to be completed before the university deadline. Copies of the form will be distributed to you, the dean’s office and the Department of Media, Journalism and Film. Your incomplete grade will automatically convert to an F if the terms of the agreement are not fulfilled.

**Attendance Policy:** Attendance, punctuality and adherence to deadlines are mandatory and will affect your final grade. I will take attendance at the beginning of each class. Attendance is part of your class participation grade. The instructor’s grade book is the official record. More than two class absences results in an automatic, one-letter-grade reduction for the course. Three unexcused tardies equal one absence. Four absences result in failure of the course. You are expected to be on time and ready to participate every class meeting. Late arrivals and early departures will count as partial absence at the instructor's discretion.

**Missed Exams or Classwork**

There will be no make-up quizzes or make-up classwork. However, if you miss a quiz or other classwork because of an emergency, you should submit a documented excuse as explained above.

A. Make-up exams are not permitted for unexcused absences. Students who fail to attend an exam will be given a grade of zero for the exam. Students who miss an exam without a legitimate excuse will automatically receive 0 points for that exam.

B. Only students with legitimate excuses will be allowed to make up missed exams.

C. There are only four acceptable excuses for an individual missing an exam:

1. Illness. I will need official certification from you doctor, typed on medical stationary (with their license # to practice medicine on it) certifying that you are now well enough to return to class. This must be handed in with the appropriate 'Make Up Exam Form' (available from your instructor) no later than ten days after the date of the missed exam.

2. Funeral attendance. I will need proof of funeral attendance with the date of the of the ceremony clearly listed. This must be handed in with the appropriate 'Make up Exam Form' (available from your instructor) no later than ten days after the date of the missed exam.

3. Mandatory courtroom appearance. I will need a copy of your official court summons with the date of your required attendance clearly listed.

4. Religious holy day. I will need to be notified in advance of a religious holy day conflict in a timely manner.

D. You are responsible for making the arrangements with the instructor to make up an exam. Requests for make-up exams that are more than 10 days after the exam will NOT be accepted and you will receive 0 points for that exam.

F. I only allow one missed exam to be made up per semester. Any other missed exam will be assigned 0 points.

The following excuses will NOT be considered as legitimate reasons for missing exams:

· Oversleeping

· Employment conflicts and/or work related obligations of any kind.

· Social, homecoming activities, fraternity or sorority obligations

· Failure to obtain babysitters and/or problems/difficulties involving one’s children/dependents

· Alarm clock failure

· Elevator malfunction

· Domestic situations of any kind (involving but not limited to situations involving boyfriends, girlfriends, domestic partners, roommates, current or former spouses, etc.).

· Conflicts with other classes or exams (unless you make provisions with your instructor BEFORE the exam takes place).

· Failure to secure the necessary (ground, air and/or sea) transportation to be able to take the exam.

· Car failure (unless you have receipts from the tow truck operator and/or auto mechanic)

· Stress

· Forgetfulness

· Abduction by aliens

· Any other, domestic, social, financial, or geopolitical situation.

**Academic Integrity**

**Ethics:** Plagiarism and Other Forms of Academic Misconduct

Please keep in mind that the School of Communications maintains a zero-tolerance policy on plagiarism, cheating, fabrication (including fake sources and quotations), forgeries and duplication, which also includes submitting the same work to more than one class or media outlet without prior faculty approval. All of your work must be original and created by you. Joint projects must be pre-approved with clarity and documentation of the division of labor. Committing any of these infractions could result in:

* A failing grade for an assignment or the course
* Suspension for a semester or more
* Delayed graduation
* Expulsion from the university and/or
* Revocation of your degree — even if the infraction is discovered years after you graduate.

Plagiarism is a reprehensible offense. It is an act of dishonesty and undermines the credibility that is essential to all professional communicators. The Howard University H-Book for Academic Offenses (Section II.1.b) defines plagiarism as: “to take and pass off as one’s own the ideas, and writings of another, without attribution (without acknowledging the author).”

The copying does not have to be exact to be plagiarism. Shuffling the order of ideas, moving paragraphs around, loosely paraphrasing, or changing a word here and there does not mean you have made the work your own.

Students in the Department of Media, Journalism and Film are expected to do original analysis, reporting, writing, editing, filming or capturing of audio. This includes social media and other forms of communications. Students are expected to explicitly cite the sources of any information that is not derived from their own independent work.

Here are a few don’ts:

♣ Don’t use excessive citations from a single source, which can result in a copyright infringement. Put in the work to make the story your own.

♣ Don’t include excessively long quotations without attribution. That’s plagiarism.

♣ Don’t use images or audio without permission.

♣ Don’t assume that information widely available to the public on the Internet or through other means is fair game. This includes many instances of “common knowledge.” For example, if you’re thinking, “Everyone knows that.” Ask yourself, “How do they know?” Go to the source of the information, and cite the source.

Here’s a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution. If you don’t know, ask. In addition, please review the plagiarism information under Library System at www.howard.edu.

All instances of plagiarism or other forms of academic misconduct are documented in the student’s academic record, filed in the dean’s office and require a meeting with the instructor and the chair and/or assistant chair of the Department of Media, Journalism and Film at minimum. The department will seek the immediate suspension of any student whose academic record includes previous punishment for plagiarism or similar misconduct.

**SUPPORT**

**Blackboard Support:**

Contact system administrators, Umesh Giri (ugiri@howard.edu, 202-806-2834) and Konya Hurt (khurt@howard.edu, 202-806-2960).

Library Support: If you have questions about databases or search strategies, you can contact the reference staff in Founders’ Library.

Tutorial Support: http://www.cetla.howard.edu/wac/students.aspx

A number of institutions have organized a staff of cybertutors so that their students can receive one-on-one assistance online. Although Howard has been pilot-testing an online Writing Center for English and WAC courses, the Center is not available at this time of year. However, you can search the Web for tutorials that provide explanations and self-scoring quizzes. See, for instance, the Darling’s Grammar site at http://grammar.ccc.commnet.edu/grammar/ for writing tutorials. You can also watch a number of short videos to improve your study skills (including time management) on Dartmouth’s Academic Success Center website at http://www.dartmouth.edu/~acskills/success/index.html.

**SUPPORT SERVICES**

**American Disabilities Act (ADA)**

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact Dr. Barbara Williams, Dean for Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the first two weeks of classes.

**Tutorial Services**

**Writing Center**

For additional assistance with your writing, visit HEC 1024 (M – TH 9-5) or Locke 100 (see the posted hours). Tutors from the Department of English can provide one-on-one or computer-assisted instruction.

**COURSE OUTLINE**

Students are asked to reflect upon readings to help gain cognitive understanding of material as well as to hone analytical skills. Weekly assignments are not graded, except for completeness. Be sure to check your spelling and grammar, however! Reading assignments are due at 9am Monday each week.

**• Resource: How to perform a close reading (pdf).**

• Each regular weekly reading post should be categorized as “reading”

• If you don’t do the readings, it will be challenging to actively participate in class discussion. This is not a lecture class!

**COURSE SCHEDULE**

**Week 1: Course Introduction and Overview**

DATE: Wednesday, Aug. 21, 2013

**HOMEWORK**: Log into Blackboard (http://blackboard.howard.edu), update your e-mail address (if necessary) on the TOOLS menu under PERSONAL INFORMATION. If you encounter technical difficulties, e-mail bbsupport@howard.edu for help and “cc” isturgis@howard.edu to document the difficulty.

**Note:** From now on, click ASSIGNMENTS to retrieve your assignments via Blackboard. If you print out a unit assignment sheet, remember to check ANNOUNCEMENTS regularly to see whether I have revised it.

**Introductory Post**

a. Shoot a Vine video (tag #SCOMHU120) and write a post introducing yourself to your classmates in a paragraph or two.

b. Write a comment on two (or more!) on your classmates’ introductory posts.

**SOCIAL MEDIA:**

Set up accounts for Facebook, Linkedin, Twitter, Google, Instagram, Vine, Socrative, YouTube.

View: http://www.youtube.com/watch?v=pQHX-SjgQvQ&feature=youtu.be

Read: “The Information. “ Gopnik, Adam. In The New Yorker, Vol. 87, Iss. 1. pp. 124-130. February 14, 2011. Conde Nast Publications, Inc.\*, (7 pages).

**Week 2: Evolution of Digital Communication**

DATE: Sept. 4, 2013

**The dawn of the networked age.**

The effects of the Internet and digital media on society have been debated over the last 20 years. This week takes as its starting point new media defined broadly as networked computing and digital technologies, and considers the relationship between technology and society and the origins of the contemporary information age.

- What are networks?  
- Historical roots of communication and history of Internet  
- How do networks shape the way we organize information and communicate?  
- Cloud Computing and the World Wide Web

What are New Media?

What is web 2.0? http://oreilly.com/web2/archive/what-is-web-20.html

What is convergence?

http://www.youtube.com/watch?v=6ILQrUrEWe8

How media got social.

What are the key skills for new media literacy?

**Keyconcepts.ppt**

How has new media changed the way we learn, communicate and create culture?

**Homework: Start Media Consumption Log**

Video: A 1981 news report about the Internet.

<http://www.wimp.com/theinternet>

A view of the future of media: <http://www.albinoblacksheep.com/flash/epic2015>

How do you think this presentation reflects the reality of media today?

**Week 3: Finding and Evaluating Online Information**

DATE: Sept. 11

Understanding online information to gauge its potential relevance, quality or reliability. How networks shape the way we organize information and communicate. Assessing digital platforms like Twitter, LinkedIn, Facebook, Tumblr, YouTube and Google Hangouts.

**Critical Thinking:** Search and Research, Digital Truth, Tabloidization

**validating rubric.pdf**

http://snopes.com/

View: Google Search and Power Search

<http://www.powersearchingwithgoogle.com/course/ps/course.html>

Read: “Truth Goggles.” Giles, Jim. In New Scientist, Vol. 215, Iss. 2882. pp. 44-47. September 15, 2012. Reed Business Information (UK), (4 pages).

**Week 4: Networks – Social**

Date: Sept 18

One of the most studied areas of the effects of digital media on society comes in the context of the public sphere, where debates about its nature and changing shape have been ongoing for almost 30 years. This week focuses on the consequences of changing technologies on public life and democratic expression more broadly.

Collaboration and Networking: Historical roots of communication and history of the Internet.

Read: “Fake Girlfriend Hoax: How a Star Athlete Got Duped.” Mascia, Kristen; Aradillas, Elaine; Breuer, Howard; Dodd, Johnny; Shenfeld, Hilary. In People, Vol. 79, Iss. 4. pp. 69. February 4, 2013. Time, Inc. Magazine (Time), (1 pages).

**Digital-Person-CH2.pdf**

**Identity:** Personal vs. Private lives online. How networked technologies impact our identities and relationship with others.

Read: “Yahoo! and Customer Privacy.” Freeman, R. Edward; Werhane, Patricia H.; Wicks, Andrew C.; Fruscello, Thomas W.; Mead, Jenny. 1/25/2008, Revised 1/4/2013. Darden Business Publishing, 2007. (14 pages).

View: http://www.ted.com/playlists/26/our\_digital\_lives.html

Hot button issues: Filter bubbles,

**Week 5: Networks –Creativity and Innovation**

DATE: Sept. 27

How storytelling and the written word changed in the digital age.

Creative destruction

Narrative and Storytelling, Intellectual Property, Creative Commons, Open source, collaborative creation, intellectual property, copyright. Filmmaking/video/audio/photo/web authoring/games. Pop culture/entertainment,

Facebook, Twitter and Social Media

Linking and Remixing, Memes and gifs,

- Interactive and multimedia storytelling  
- Non-linear/experimental narratives and the historical roots of interactive fiction

Copyright and its Discontents: History and Problems  
- What are the foundations of copyright law?  
- What is the relationship btw technology and copyright?  
- What is the difference between plagiarism, sampling and influence?

Read: NPR’s Great Black Hope

Listen: <http://www.onbeing.org/program/seth-godin-on-the-art-of-noticing-and-then-creating/5000/audio>

Walking On Eggshells: Borrowing Culture in the Remix Age:

View: long <http://vimeo.com/11749071>

View: short <http://www.youtube.com/watch?feature=player_embedded&v=Jt0ASo_6Sdg>

Read: http://www.wired.com/threatlevel/2011/01/hope-image-flap/

View: http://www.ted.com/talks/howard\_rheingold\_on\_collaboration.html

**Week 6: Access and the Digital Divide**

DATE: Oct. 2

Nowhere is the debate about the effects of new media on society richer than around consideration of the youth who are shaping social movements, civic and political participation and how information and cultural products are produced and consumed. This week explores demographic shifts and changes in media practice in greater detail.

**Identity**: Race/Gender/Class/Bias, Social Media and online Presence, Digital Divide,   
- How do social networks transform the way we interact?  
- Identity and social networks  
How do you live a life online? What role does privacy plan in an online life?

Read: http://www.technologyreview.com/news/427376/designing-a-smart-phone-alphabet-for-the-illiterate/

Read: “Digital Gates: How Race and Class Distinctions are Shaping the World.” S. Craig Watkins in The Young and Digital. Pp. 75-103; Beacon Press, © 2009

Video: Our Digital lives: http://www.ted.com/playlists/26/our\_digital\_lives.html

Video: http://gary.tumblr.com/post/78887853/legacy-is-greater-than-currency

Video: <http://www.fastcompany.com/1823437/mastering-uncomfortable-art-personal-branding>

Video: <http://www.ted.com/talks/amanda_palmer_the_art_of_asking.html>

\*Hot button topics: Youth: Bullying, shaming, game play

“The Kids Aren't Alright.” Siegel, Lee. In Newsweek, Vol. 160, Iss. 16. pp. 18-20. October 15, 2012.

Assignment: Interview a six young people about their digital lives. Choose a theme for your questions such as bullying, distractedness, digital divides, information seeking or credibility. In a blog post, review your findings and put them into conversation with the wider research literature.

**Week 7: Online Politics**

Oct. 9

From Howard Dean’s groundbreaking presidential run in 2004 to Barack Obama’s victory in 2008, digital media is transforming political engagement in both expected and unexpected ways.

Question: How networked technologies, cell phones and social networks impact citizenship roles, democratic and political action.

Citizenship, Democracy, Politics, Participation, Fandom, and Activism.

Civic Engagement: Howard Dean 2004, Obama and 2008 Election

Crowdsourcing and wisdom of the crowd

Participatory culture

1,000 True Fans

**Week 8: Networks – Personal Learning Networks**

Oct. 16

Distributed Intelligence/Collective Intelligence, Digitization, Wikis, Cloud Computing, Online Education, Open and Closed Web

Corporatization of the media, Propaganda, Games and Community, MOOCs, from books to ebooks, web as a medium,

- Games as narrative

- What and how do games teach?

Read: “In the Digital Era, Our Dictionaries Read Us.” Howard, Jennifer. In The Chronicle of Higher Education, Chronicle Review Edition. pp. B9-B11. March 15, 2013. Chronicle of Higher Education, Inc. (3 pages).

Read: R. Junco, G. Heiberger & E. Loken, “The effect of Twitter on college student engagement and grades” in Journal of Computer Assisted Learning, 2010, pp. 1-14. Blackwell Publishing

Read: http://www.wired.com/wiredenterprise/2013/03/jimmy-wales-wikipedia

**Week 9: Digital Economics**

Oct. 23

A central set of questions relates to the political economies of digital media and the attendant practices individuals craft around them. We consider here the economic value(s) of the key infrastructure providers of networked technologies, the commercial models of emerging platforms from video games to search, and the impact that new media has had on other industries such as the financial sector.

Mobile Media-Mobile Money

What role do cell phones play in democratic, political and economic actions.

Bitcoins

Paypal

**Week 10: Online News**

Oct. 30

**Journalism:**

**The digital dynamics of the news media**

While campaign organizations and political offices have undergone significant changes over the past 20 years, they’ve persisted institutionally. Journalism, however, has undergone rapid and profound shifts. This week looks at some of the shifts in new media and journalism from a host of different cultural, organizational, social and economic perspectives.

“Free Speech in the Era of Its Technological Amplification: A Letter to John Stuart Mill.” Pontin, Jason. In Technology Review, Vol. 116, Iss. 2. pp. 60-65. March / April, 2013. MIT Press Journals, (6 pages).

http://nymag.com/news/features/all-new/53344/

Debate: Are Traditional Media Dead?

**Week 11: Big Data and the future of computation**

DATE: Nov. 6

Data/Big Data/Data Visualization

Read: “Nate Silver.” Gertner, Jon; McCorvey, J J; Goodman, Julian. In Fast Company, Iss. 176. pp. 70-73, 152-154. June, 2013. Mansueto Ventures, (7 pages).

Read: “Big Data from Cheap Phones.” Talbot, David. In Technology Review, Vol. 116, Iss. 3. pp. 50-54. May / June, 2013. MIT Press Journals, (5 pages).

View: http://www.ted.com/talks/david\_mccandless\_the\_beauty\_of\_data\_visualization.html

**Week 12: Legal contexts of digital media**

DATE: Nov. 13

Digital media are shaped not only by organizing bodies, legal codes and government regulations, but also social norms. This week explores the different aspects of Internet governance and how they impact its shape and structure.

Legal Codes, intellectual property and challenges to the system

Social Media Law and Practice: Angela Minor

**Week 13: The Future of the Internet**.

DATE: Nov. 20

Projections of its use and how it will restructure society, daily life.

**WEEK 14: PRESENTATIONS**

DATE: Nov. 27

**WEEK 15: PRESENTATIONS**

DATE: Dec. 4

**Important Due Dates**

August 26, FORMAL CLASSES BEGIN

September 2, Labor Day Observed

September 27 OPENING CONVOCATION

October 11, Mid-Term Status Reports/Unofficial Withdrawal (UW)

October 14, Columbus Day Observed

November 11, Veterans' Day Observed

November 28, to December 1, THANKSGIVING RECESS

December 2, December 5, Last week of Classes/ Final Exams Begin

December 5, DEADLINE FINAL GRADES FOR DECEMBER 2013 GRADUATES December 5, Deadline to clear Spring 2013 incomplete grades

December 5, FORMAL CLASSES END

December 6, to December 8, READING PERIOD

December 9, to December 10, DEPARTMENTAL EXAMINATIONS

December 9, to December 13, FINAL EXAMINATIONS CONTINUE

December 13, FIRST SEMESTER ENDS

**Final writing assignment**

Throughout the course you are responsible for writing a regular blog post related to each week’s theme. Posts should provide theoretically informed analysis, interpretation, or original reporting/research about the issues discussed. Your task is to goes beyond descriptive daily journalism (what happened) to become more analytical (why and with what consequence). The strongest posts will connect with the readings in the class and academic literature, and have some topical angle that frames the post.

For example, if you decide to write about how conversations on social media took shape around the Boston Marathon bombings during the unit on journalism, you should search for and summarize the academic literature that addresses what we know analytically and empirically about social media and the interactions between professionals and non-professionals in the public sphere. Your work is expected to be part of the wider discussion taking place online and should link to and engage with writings on other blogs. You are free to write using your own voice (i.e., write in the style of an editorial columnist or news analyst), but you should maintain the rigor expected of professional journalistic analysis.

Final project

Student groups will deliver a five- to ten-minute poster-board presentation on a topic related to digital media and society. The presentation should be organized as a more in-depth literature review of scholarly work on your topic. For example, if you choose “Big Data and reporting,” your task is to summarize research on the topic, its politics and how it has been used, as well as the norms, practices and values of the press.

Blackboard FAQs for Students

See http://www.cetla.howard.edu if you need help navigating Blackboard.

Netiquettes:

Best practices for efficient online communication with others. Example text for syllabus about email communication: "When communicating via email with other students or the course instructor, students should give a descriptive subject title for the email, including the course number, such as "BIS300 syllabus question"; they should include a salutation at the beginning of the email, such as "Hi Professor \_\_\_" or "Hello John," if the student's name were John; they should fully explain the purpose of the email and give context for any questions, so that the recipient student or instructor can respond to the email appropriately; and, finally, they should sign the email with their name, so that the recipient knows from whom the email was sent."

¥ Example text for syllabus about discussion board posts: "Think of a discussion board post as a shortened class paper. You should: 1) Directly respond to the discussion question(s) that the instructor or another student has posed; 2) Have a single, clearly-stated claim; 3) Present evidence for your claim; 4) Engage class readings and discussion board posts from other students and the instructor that have come before the post you are writing; 5) Write as succinctly (that is, keep it as short) as possible.

**Media Consumption Log**

Keep a log of your media consumption, noting which media you use, when you use it, what else you are doing when you use it, including what, if anything, it causes you to eat, buy, etc. or what motivates you to use a medium at that moment. Post or publish the log via the Web, so it will be available for class reading and comment.

**Key Terms:**

https://docs.google.com/spreadsheet/ccc?key=0AnXSzfUpz7nXdDc3UExfeUZsT0U0Q3ZtQVBPVkxqSXc&authkey=CJuO05AM&hl=en\_US&authkey=CJuO05AM#gid=0

Name:

Number of texts sent daily on average to your cellular or smartphone

Number of texts sent daily on average from your cellular or smartphone

Number of calls received daily on average to your cellular or smartphone

Number of calls made daily on average from your cellular or smartphone

Hours of entertainment television watched daily

Hours of news or information television watched daily

Number of hours on average you spent on FaceBook a day

Number of hours on average spent on Twitter a day

Average daily amount spent online (not including Bb for homework

Preparations you are making for "THE FALL OF MY DISCONNECT"

**RESOURCES:**

**http://digitalliteracy2012.wordpress.com/syllabus/**

**http://digitalliteracy2012.wordpress.com/final-project/**

http://chronicle.com/article/The-Myth-of-the-Tech-Savvy/129607/

http://www.youtube.com/watch?v=CJn\_jC4FNDo

http://www.ted.com/talks/nicholas\_christakis\_how\_social\_networks\_predict\_epidemics.html

http://com300.wordpress.com/

http://henryjenkins.org/2009/08/new\_media\_literacies\_-\_a\_syll.html#sthash.LGsLPAYG.dpuf

http://s4292043.blogspot.com/2012/08/jour1111-sally-hadfields-media-usage.html

COM 300 Assignment Submittal form

https://spreadsheets.google.com/spreadsheet/viewform?formkey=dG9MQkxrbl9naUM1LTFSZUtvZThhMXc6MQ

http://www.digitalliteracy.gov/

Sources

• FirstMonday (online peer-reviewed journal)

• GoogleScholar

• Readings from COM546 : recent journal articles – PDF : student projects (each has an annotated bibliography)

• UW Lib databases(remember off-campus login!)

• ACM

• Academic Search Complete (EBSCO)

• ComStudies (suggestions and tips from Jessica Albano, our research librarian)

• The Journal of Computer-Mediated Communication (off-campus link)

• Social Science Computer Review (off-campus link)

http://openbadges.org/

Close Reading (1).pdf

week\_1\_20june2011.ppt