Loyola University Chicago
Fall 2014
COMM 200: Communication and New Media
Tu, Th 10:00am-11:15am

(Photo credit: http://blog.lookuppage.com)

Instructor: Richelle F. Rogers
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Please allow up to 24 hours for a response to e-mail. Remember to include your name and the course number on your subject line. Please use your Loyola e-mail account when sending e-mails. Please limit your email inquiries to 7a.m. – 6p.m. CST.
Office: SOC 204   - Second Floor
Office Hours: W 11-3pm, Th 11:30-1pm
(All appointments should be scheduled via the class Sakai page)

COURSE DESCRIPTION

Digital communication is constantly redefining how we view each other and ourselves. During the semester, students will learn about various new media platforms and technologies and take a critical yet practical look at the role technology plays in communication.

As producers of new media, students will leave this course having gained a new perspective of how the genre impacts communication. Through a collaborative environment, students will develop and maintain a high-quality digital product and acquire skills in working with others. Students will engage in the following exercises:

- Brainstorm creative digital content for a target audience

- Analyze effective and ineffective digital content, its usability and visual appeal

- Consider brand messaging components that will appeal to the target audience

- Engage in effective group collaboration and communication

- Present a complex digital project in a persuasive, concise, timely way

 IDEA COURSE OBJECTIVES:

- Acquiring skills in working with others as a member of a team
- Developing creative capabilities
- Developing skill in expressing oneself orally or in writing

TEXT AND ASSIGNED READING:

Program or Be Programmed: Ten Commands for a Digital Age, Douglas Rushkoff

A Pocket Style Manual, 6th Edition, Diana Hacker; Nancy Sommers

In addition to the required text, students are responsible for reading additional materials assigned during the course.

GUEST SPEAKERS

This course will often feature guest speakers. Students are required to be well prepared for all discussions and participate in question and answer sessions.

WRITING/PROOFREADING SUBMITTED ASSIGNMENTS

It's important that all submitted assignments are free of typos, misspellings and grammatical errors. Work submitted that has not been proofread will be subject to a lower grade.

LATE ASSIGNMENTS

Late assignments will not be accepted. UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.

CLASS ATTENDANCE

Due to the nature of the class (a group based project) it's imperative that students attend every class. If a student is consistently absent, his/her grade as well as their respective group's grade is in serious jeopardy. If a student can't attend class, he/she must let the instructor know via email prior to their absence. Failure to do so could result in a lower class/group grade.

WEEKLY UPDATES AVAILABLE VIA SAKAI

The syllabus and updated class assignments are available via Sakai. Students are encouraged to check the class page daily.

GRADING

A
B
C
D
F

<u>Grades will be based on:</u>
In class and outside assignments   25%
Blog project /presentation 45%
Final exam 30%

BLOG PROJECT

Working in your respective group, you will create an engaging and informative blog. The main objective of each blog is to learn how to create a well-written, effective post, engage your target audience and enable you to start thinking as a content creator not just a content consumer.

GROUP COMMUNICATION

A significant amount of class time is dedicated to your blog project. It's imperative that your group communicates goals and objectives to team members daily and use class time in a productive manner. If you have a concern about group performance, please alert the instructor as soon as possible so we can address any issues that might impact team performance.

BLOG RUBRIC

Grade	Description
A range	Group meets weekly deadlines. Blog content is highly organized and engaging. All content is written for the target audience and central to the blog theme. Sophisticated, appropriate use of language. Posts are free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. All the necessary details, documentation, quotes, citations, and specifics are there. Group immediately applies suggested content revisions. The blog's social networking sites are active throughout the semester and consistently push the blog's content. The call to action is consistent and the blog has considerable comments and responses.
B range	Group meets weekly deadlines. Very good attempt to create highly engaging content but more effort is needed. Some improvement needed in blog theme content, clarity, and organization. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, grammar and usage. More details, quotes, citations, or examples needed. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average. Group applies suggested content revisions but with some delay. The blog's social networking sites are active throughout the semester but occasionally push the blog's content. The blog's call to action is consistent but has moderate comments and responses.
C range	Group has missed more than two deadlines. Blog content lacks clear connections to blog theme and target audience. Average, acceptable writing and research that meets basic expectations. Needs much work on content, clarity and blog organization. Errors indicate need for improvement in grammar, punctuation, spelling, and word usage; material was not proofread carefully. Errors of fact (incorrect spelling of a title, reference name, wrong source, date, or page number, etc.) show inattention to detail and accuracy. Group applies suggested content revisions but with significant delay. The blog's social networking sites are rarely monitored throughout the semester but occasionally push the blog's content .The blog's call to action is not consistent and lacks comments and responses.
D range	Group has missed more than five deadlines. Blog organization and engagement is below average and content does not connect to the blog theme or the target audience. Posts include numerous grammar, punctuation, and spelling errors. Group occasionally applies suggested

	content revisions but with significant delay. The blog's social networking sites are rarely monitored throughout the semester. The blog's call to action is not consistent and lacks considerable comments and responses.

ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work , on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and

appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

- Submitting as one's own another person's unpublished work or examination material;

- Allowing another or paying another to write or research a paper for one's own benefit; or

- Purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

You can find Loyola's policies regarding academic integrity at:

SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

BLOG PROJECT REQUIREMENTS AND IMPORTANT DEADLINES

All content created for the blog must be original. Groups are not allowed to borrow images or video from an outside source.

The first content outline is due Thursday, October 9, 2014.
Every Tuesday at the beginning of class, groups will submit a content outline (includes research and logistics plan) for their respective blog.
Outlines must be proofread, typed and stapled. List your group name and each member at the top of the first page. Groups are expected to be prepared for weekly consultations. Each group will meet with the instructor to review their content outline and the instructor will give detailed feedback. Each group is expected to take detailed notes and apply revisions immediately.

GROUP PRESENTATIONS/CRITIQUE DISCUSSIONS

Group presentations/ critique discussions begin Tuesday, November 18, 2014. At the conclusion of the semester, each group will give a final presentation to the class outlining editorial decisions and in some cases, defending their judgment. This twenty-minute presentation will also include be a rigorous question and answer session with your peers. **Business attire is required.**

Following blog presentations, students will write a detailed, balanced critique of each blog. Students are required to study each blog prior to writing their critique. If you see something on the blog that could use improvement, please note your

criticism in a constructive and respectful manner. Students will evaluate their colleagues according to the blog rubric.

BLOG ROLES AND RESPONSIBILITIES

Although students are collectively responsible for their blog, each team member will have specific roles and responsibilities. Each group will decide which members will assume their respective roles. Consider each role carefully when deciding who is the proper fit for your blog's success:

- **Story Editor** – Each group will have two story editors. Story editors are responsible for proofreading content and making sure each post adheres to the group's editorial standards. Group members are responsible for their own content (blog post, title, and tracking comments and responses), However, story editors will offer suggestions on how a post can build on the group's theme and speak to the target audience.

- **Visual Editor -** Each group will have two visual editors. Visual editors are responsible for updating the blog's YouTube channel and making sure all visual elements are appealing to the group's target audience.

- **Audience Engagement Coordinator** – Each group will have one audience engagement coordinator. The audience engagement coordinator will be responsible for building momentum for the blog and pushing the blog's content to the target audience via two social networking sites that align with the blog's mission.

- **Researcher** – Each group will have one researcher. <u>The researcher is responsible for fact checking each post and keeping the respective group honest on the blog's mission</u>. The researcher will also be responsible for keeping the group informed and updated on recent trends, events, or anything that impacts the target audience. <u>Researchers will work closely with the ideas coordinator to contribute a significant amount of enterprising ideas to the group.</u>

- **Ideas Coordinator -** Each group will have one ideas coordinator**.** The ideas coordinator is responsible for organizing all blog story suggestions and will help keep the group honest on story overlap. <u>The ideas coordinator will not be solely accountable for coming up with ideas but will act as the group's creative compass.</u> The ideas coordinator will work closely with the group's researcher to make sure there are plenty of innovative ideas from week to week and to encourage the group to think out of the box.

**No technical expertise is assumed and no prerequisites are required. However, you are expected to seek out information needed to fulfill the course requirements on your own.

SOC EQUIPMENT

The School of Communication has a variety of equipment that we can use for class-related projects. This equipment may be checked out through Andi Pacheco in SOC 004 (contact apacheco@luc.edu; phone 312-915-8830).

THE COURSE (Subject to change)

Week 1: Introductions/New Media defined/Blog Project Assignments
Aug. 26: Introductions/Course review/Survey
Assignment: Watch the PBS Frontline Documentary *Generation Like*
Link: http://www.pbs.org/wgbh/pages/frontline/generation-like/
Read Entrepreneur/Blogger Jason Calicanis' Interview:
http://www.pbs.org/wgbh/pages/frontline/media/generation-like/jason-calicanis-you-are-your-own-media-company/
Aug. 28: What is new media and how is it redefining how we communicate?
Blog project assignments
Assignment: Read the blog packet via Sakai class website

Week 2: Writing for the Web – Creating Highly Shareable Content
Sept. 2: Skype with Buzzfeed Staff Writer Ashley Ford
The elements of a good blog post
Assignment: Write two 500 word blog posts of a subject you are considering. Posts are due at the beginning of class, September 4 , 2014.
Sept. 4: Review and edit blog posts
Class blog theme presentation prep

Week 3: Writing for the Web –/Blog Theme Presentations
Sept. 9: Writing for the web class exercise
Class blog theme presentation prep
Sept. 11: Blog theme proposals and presentations due– Each group will give a ten-minute presentation to the class. Casual business attire required.

Week 4: Getting to Know Your Target Audience
Sept 16: Students will create a target audience profile
Sept. 18: Screen and discuss audience profile project

Week 5: The Power of Images in New Media
Sept. 23: Create a YouTube account for your blog.
Assignment: Write, shoot and edit a behind the scenes look at the creation of your blog. Post to your YouTube account by October 2, 2014.

Sept. 25: Production day/Class will not meet- Groups use class time shooting/editing YouTube Projects

Week 6: YouTube Class Discussion/Revisions
Sept. 30: Skype with Digital Advisor to the Editor of the Boston Globe, David Skok
Oct. 2: Screen and discuss YouTube projects

Week 7: First outlines due/Blogs launch
Oct. 7*:* Class does not meet - Mid-Semester Break
Oct. 9: First Outlines Due/Blogs launch!

Week 8: Content analysis – Creating and developing memorable content
Oct. 14: Class time devoted to blog
Oct. 16: Class time devoted to blog

Week 9: Social Media - Building and Sustaining Audience Engagement
Oct. 21: Using Social Media to promote audience engagement
Oct. 23: Using comments and responses to build readership

Week 10: Blog Buddy Week
Oct. 28: Blog Buddy feedback and discussion
Oct. 30: Blog Buddy feedback and discussions

Week 11: Ethics in New Media
Nov. 4: Ethics class exercise/checklist
Nov. 6: Ethics class exercise

Week 12: Blog Pitch Presentation Prep/Instructor Consultations
Nov: 11: Presentation prep/Instructor consultations
Nov. 13: Presentation prep/Instructor consultations

Week 13: Blog Pitch Presentations
Nov. 18: Groups one, two and three present to the class
Nov. 20: Groups four and five present to the class

Week 14: Blog Pitch Presentations
Nov. 25: Groups six and seven present to the class
Nov. 27: Class does not meet – Happy Thanksgiving

Week 15: Group Critiques Due/Final exam handout
Dec. 2: Group critiques due/Course review
Dec. 4: Final exam handout

Week 16: Final Exam Due
Dec. 9: Final exam due/blog grades available