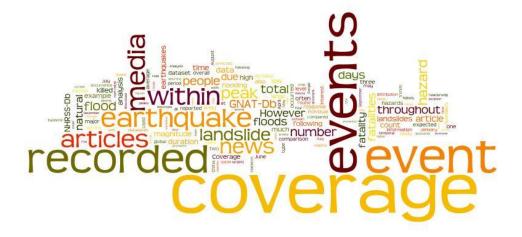Seung (Seung-Chul) Yoo, Ph.D., Assistant Professor of Digital Advertising
School of Communication,
Office: SOC#221 / WTC
syoo3@luc.edu

Spring 2014, New Media and Communication (COMM 200)

: Communicating Digital Stories using New Media Technologies

Class blog: http://loyoladigitaladvertising.wordpress.com/

(Photo credit: http://mashable.com/)

- o **Class Time/Room:** M/W/F 9:20 - 10:10 AM / Corboy Law Center - Room 422 (WTC)
- o **Office Hours**: M/W/F 13:45 - 14:45 PM and by appointment (Office: SOC #221)

Course description and learning objectives

More than fifteen years ago, the first graphical Internet browser (Mosaic) hit the markets and the "information revolution" began in earnest. However, the roots of this "revolution" were far from new. While the Internet is creating new communicative channels and decentralizing political, economic and cultural power structures, the roots of these changes can be seen as far back as the introduction of Gutenberg's printing press.

Today's information networks present us with unique challenges that were unseen in the 15th century. First, we are faced with the increasing overload of information from the visible networks/devices which we use every day – our mobile phones, the Web, online games, instant messaging (IM), etc. Second, we struggle to manage these connections using tools that are often inadequately designed for how we actually use these

devices in the real world. Our participation in this (post)modern world compels us to participate in an invisible web of networks that potentially allows others to track our political interests, entertainment choices, buying habits– even physical locations – without our consent.

The classroom and an understanding of the F2F value of education is also transforming. Why should an instructor simply lecture or use Powerpoints that you can record or find on the web? If a student can virtually ask questions and collaborate with fellow students at long distances (while wearing pajamas), what is so important about the classroom experience as compared to an online educational one?

By the end of this semester, you will be able to:
   (1) Describe and analyze the ways the press, popular culture, and scholars tell stories about new media;
   (2) Explain and critique how individuals, groups, and corporations are shaping and are shaped by new media;
   (3) Offer examples of how these new technologies are impacting our identities, our communities, our environment, and our global society;
   (4) Reflect on the role that new media plays in your own life, in your education and your sense of identity and community;
   (5) Create digital stories that demonstrate your role as an effective, responsible, and ethical prosumer (producer/consumer) of new media.

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.

Recommended text book
Ruskoff, D. (2010). *Program or be programmed: Ten commands for a digital age.* New York: O/R Books.
It is available both from the publisher's website and online book sellers.

Readings
Course readings are available as PDFs on Sakai. For class discussion days, you need to bring printed or electronic copies of the articles we'll be discussing. Laptops are allowed.

Evaluation
Five major areas comprise the required course work. These include blog posting, homework, digital storytelling leadership presentation, exams (midterm and final), and a final storytelling project presentation. Your grades will be posted to Sakai regularly.

Essay posts for this class should use **APA guidelines** to properly source and cite class readings (or other materials). If you're unfamiliar with APA style, please visit Purdue's Online Writing Lab at
http://owl.english.purdue.edu/owl/resource/560/01/
Feel free to use **Citation Machine** (http://citationmachine.net).

Homework	10%
Exams (Mid 15%/Final 15%)	30%
Final storytelling project presentation (1)	20%
Digital storytelling leadership presentation (1)	15%
Attendance	10%
New media blog postings (7)	15%

Homework (10%)
Listed in the course schedule below are specific homework assignments that you will be responsible for completing and posting on Sakai under Assignments (**email is not acceptable, 0 point!**).
See course schedule below.

File naming convention – "All submission must have the following format
LastName _ FirstName_ Assignment# _COMM200.doc, docx, or ppt.
(Improperly formatted files will NOT be considered and will lead to **0 points** for that submission)"

Exams (Mid 15% and Final 15%)
Your exams will cover readings/lectures/assignments/peer presentations/class discussion.
The midterm exam (offline) will consist of 25-30 multiple-choice questions, and the final exam (online) will consist of 15-20 multiple-choice questions and an essay question.

Final storytelling project presentation (20%)
Working with a team that you choose (or individually), you will create a digital storytelling campaign. You will present your idea to class during the last week of the course and explain how it ties to the course themes we've discussed this semester. Your team representative (or you) will need to post on Sakai under **Assignments** by the night before your presentation day. More about this later (Late submission will receive 0 MARK). More information about this project will be presented in class.

Digital storytelling leadership presentation (10%)
During the first week of class, you will be assigned to one of 5-10 digital storytelling related topics. Working with your group members (or individually), you will study your chosen topic and make a presentation. Find and study any relevant and updated information on the topic (referring to the textbook, power-point lecture presentation and exploring various resources). Use APA 6 citation style. Present your research to class on the date designated (maximum of 15 minutes). Your team representative (or you) will need to post on Sakai under **Assignments** by the night before your presentation day. More about this later (Late submission will receive 0 MARK).

Attendance (10%)
It is important for you attend class, both for you to master the course material and to contribute positively to the learning environment. I take attendance every session at the beginning of class. We will complete many in-class assignments that cannot be made-up if you are not present in class. **Three absences are acceptable**, but four or more absences will negatively impact your final grade (-10 points of your attendance score per each absence).

Excused absences are those that result from **documented** **personal or medical emergencies** (Please email me a PDF of your proof). Additionally, if you anticipate participating in athletic meets or other university-sanctioned activities, I need to be notified of these well in advance (preferably at the beginning of the semester).

New media blog postings (15%)

As a means to encourage active learning, you are required to post your writing to the class blog (http://loyoladigitaladvertising.wordpress.com/) on issues that are related to new media communication/storytelling. First, sign up for a Wordpress account (http://wordpress.com). You must have **a minimum of 7 blog entries and 18 short comments (3comments/each of your six blog assignments)** during the semester. (No comment is required for your blog posting #1.)

You should expect to write around 400+-500+ words per posting with relevant photos, videos, and hyperlinks. I also encourage you to comment on your classmates' blog postings. I will provide you a template for this assignment. Blog posts for this class should use APA guidelines to properly source and cite class readings (or other materials). Feel free to use Citation Machine (http://citationmachine.net).

Turning in assignments
Assignments should be **turned in via Sakai** before the deadline. (**Please do not email me your homeworks**), (**email is not acceptable, 0 point!**). Make sure you save a copy of your file in case there are problems with LUC's Sakai system and your paper is incorrectly marked as "late".

Grading scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	Below 59%

Late assignments
Unless you have a documented medical or personal emergency, late assignments will not be accepted, and will only receive partial (less than 50%) credit. If an emergency happens, please contact me as soon as possible so we can make other arrangements. The only other cases in which late assignments will be accepted are if you are participating in an athletic meet or other university-sponsored event. Please let me know of any potential conflicts at the beginning of the semester. **You must complete all assignments in order to pass this course!**

Special needs
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 me at the beginning of the semester. I will accommodate your needs in the best way possible, given the constraints of course content and processes. It is your responsibility to plan in advance in order to meet your own needs and assignment due dates.

Other policies
- It is important that you check your LUC e-mail account regularly, as we will send important updates about the class and often return assignments over e-mail.

- Please set your phone to vibrate when you enter class and refrain from texting or checking voicemail/e-mail while class is in session. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you're using a computer for note taking, please don't IM, chat, e-mail, browse the web, or complete coursework for other classes. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you come in late to class, please enter quietly. (See attendance policy for more information about tardiness).
- If you need to leave early, please let me know ahead of time and make an effort to sit by the door. (See attendance policy for more information about leaving early).
- <u>If you are not in class and miss announcements, assignments or lecture materials, it is your responsibility to get them from a classmate</u>. If you have a legitimate reason for missing class (e.g. official university travel for sports or documented illness), I will be glad to meet with you to catch you up, but we will generally follow the course schedule you have received with only minor adjustments from time to time.
- Your syllabus, the reading schedule, and assignment descriptions serve as my "contract" with you. All evaluation of your work is based on the criteria outlined within these documents. Please take the time to familiarize yourself with the expectations (and relative weight) for each assignment.
- Please treat everyone in the class with civility and respect. Disagreeing with someone's ideas in class is perfectly fine, but attacking deeply held personal convictions or making insensitive remarks is not.

Inappropriate Classroom Behaviors
- Reading materials not related to this class
- Using a cell phone or text messaging
- Using a laptop to surf the Web during class

School of communication statement on academic integrity

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.

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.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

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.

Tentative Course Schedule and Readings: This is a general plan for the course. I reserve the right to make necessary changes when the need arises, and you are responsible for all announced changes.

#	date	date	week	subjects	reading	due	assignment / memo
1	M	13-Jan		Welcome and Introduction	-		
2	W	15-Jan	W1	Principles of New Media #1	TBA		class blog posting announcement
3	F	17-Jan		Principles of New Media #2	TBA		storytelling leadership presentation announcement
4	M	20-Jan		MLK (No Class Meeting)	-		
5	W	22-Jan	W2	What's new about new media?	TBA		
6	F	24-Jan		Frontline's "Digital Nation: Life on the Virtual Frontier"	-	blog #1 due	*Video Session*
7	M	27-Jan		New media technology. Today: Utopia or Dystopia?	TBA		
8	W	29-Jan	W3	Special Session: Presentation Skills	-		
9	F	31-Jan		*storytelling leadership 1*	-	blog #2 due	
10	M	3-Feb		Language of New Media #1	TBA		HTML and QR code
11	W	5-Feb	W4	Language of New Media #2	TBA		HTML and QR code
12	F	7-Feb		*storytelling leadership 2*	-	blog #3 due	
13	M	10-Feb		Language of New Media #3	TBA		HTML and QR code
14	W	12-Feb	W5	New Media and Popular Culture	TBA		*Midterm Exam Review*
15	F	14-Feb		*storytelling leadership 3*	-	blog #4 due	
16	M	17-Feb		Design of New Media	TBA		
17	W	19-Feb	W6	Study Day (No Class)	-		
18	F	21-Feb		**Midterm Exam**	-		
19	M	24-Feb		Who are we online? Embodiment, cyborgs, and identity	TBA		
20	W	26-Feb	W7	Guest Lecture	-		TBA
21	F	28-Feb		*storytelling leadership 4*	-	blog #5 due	
22	M	3-Mar			TBA		
23	W	5-Mar	W8	Spring Break (No Class Meeting)	TBA		
24	F	7-Mar			TBA	blog #6 due	
25	M	10-Mar		Digital Storytelling and Communication #1	-		final project announcement
26	W	12-Mar	W9	*storytelling leadership 5*	-		
27	F	14-Mar		Digital Storytelling and Communication #2	-	blog #7 due	
28	M	17-Mar		Social Media and Society	TBA		
29	W	19-Mar	W10	Idea Generation for Digital Storytelling	TBA		*Collaborative Brainstorming & Mind Mapping*
30	F	21-Mar		*storytelling leadership 6*	-		
31	M	24-Mar		Digital Storytelling for Brand Communication	TBA		
32	W	26-Mar	W11	*storytelling leadership 7*	TBA		
33	F	28-Mar		Digital Storytelling and Persuasive Technology	-		
34	M	31-Mar		Group Meeting Day (No Class Meeting)	TBA	extra blog #1 due	progress report due
35	W	2-Apr	W12	Digital Media Research: Understanding Audience #1	TBA		
36	F	4-Apr		*storytelling leadership 8*	TBA		
37	M	7-Apr		Digital Media Research: Understanding Audience #2	-		
38	W	9-Apr	W13	*storytelling leadership 9*	-	extra blog #2 due	
39	F	11-Apr		Psychology of New Media	TBA		
40	M	14-Apr		**Final Project Presentation #1 (team 1,2, and 3)**	-	PT due	final exam & presentation overview
41	W	16-Apr	W14	**Final Project Presentation #2 (team 4,5, and 6)**	-	PT due	
42	F	18-Apr				extra blog #3 due	
43	M	21-Apr		**Easter Holiday (No Class Meeting)**			
44	W	23-Apr	W15	Unintended Consequences and Digital Ethics #1	TBA		
45	F	25-Apr		Unintended Consequences and Digital Ethics #2	TBA		
46	M	28-Apr			-		
47	W	30-Apr	W16	**Study Day (No Class)**	-		
48	F	2-May			-		
49	S	3-May	W17	**Final Exam (Online), Saturday at 1 p.m.**	-		Online Exam