

**Spring 2017**

**COMM 200: New Media and Communication  
MWF 11:30-12:20 pm**

**Location: Corboy Law Center Room 901**

**Instructor: Patty Lamberti**

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**Phone: 312-915-6860**

**Office Hours:**

**SOC Room 223**

**Mondays 1-2**

**Wednesdays 1-2**

**or by appointment, Skype, cell phone, etc.**

## **COURSE OVERVIEW**

Long before Snapchat came into the world, technological developments related to communication changed the ways people thought, acted and related to one another. In this course, we will learn about and analyze various new media platforms and technologies. We'll also envision what communication might look like in ten years.

Students will leave this course having questioned society's relationship with technology, and gained an understanding of how to be savvy consumers and producers of media.

### **Objectives:**

In this course, students will:

- Develop skills, competencies, and points of view needed by professionals working in online communication.
- Explain and critique how we, individually and as a society, are shaping and are shaped by digital communication technology.
- Develop a strong understanding of what's "new" about "new media."
- Learn how to identify effective and ineffective digital content.
- Learn about a variety of careers in digital communication.

### **Required Course Materials:**

The readings are all online (and free) for this class. I've gone through the trouble of finding them because I think they're better than what you can find in a textbook. Make sure you read them. You will be quizzed on them every week.

### **Strongly Recommended Reading:**

It's hard to learn about new media if you're not following developments in communication and technology. Throughout the semester, I'll reference publications that explore these topics. But today, make it part of your daily routine to visit the following two websites (or follow them on social media, download their apps, etc.)

1. The New York Times' [technology section](#).
2. The New York Times' [media section](#).
3. [Wired](#)

Loyola students can access the New York Times online – for free – through this link: <http://www.libraries.luc.edu/nytimes>.

### **COURSE POLICIES**

I'm not your parent. I'm a facilitator of your education.

I don't want to waste our time together arguing about behavior. Let's agree to the following ground rules so that we can focus on learning:

#### **Absences and Tardiness:**

In order to learn, it is imperative that you attend class and arrive on time.

I'll do my best to make this class engaging. Your end of the bargain is to show up at every class (unless you're really sick or otherwise unable to attend), prepared and alert. If you fail to show up or show up late regularly, I will notice and react accordingly.

Because this class is about communicating on digital platforms, we will occasionally hold Friday's class online.

You can log in to our online class through Adobe Connect on Sakai. (Left hand side of Sakai site, second from the bottom). You can also click on this [URL](#).

Attendance will be taken at this class, just like our in-person meetings.

Ideally, you will have a headset and camera monitor so that you can communicate in Friday's session through video and audio. If that's not possible, however, you can simply use the chat box function and participate that way.

Stuff happens in life. If you need to miss a class due to an illness or emergency, and you don't want to be penalized for missing a class, you need to:

1. Notify me beforehand and explain your absence
2. Provide documentation that explains your absence

Acceptable documentation depends on the circumstance. If someone has passed away, I'll accept an obituary and/or memorial from the ceremony. If you were sick enough to visit a doctor, he/she will give you a note. If you weren't sick enough to visit a doctor, but were still ill, bring me receipt from a store for any medicine, soup or liquids you bought to treat your illness. Notes from parents are generally not acceptable, nor are notes from your friends/roommates.

It is up to my discretion to accept your excuse and documentation. If your excuse is acceptable and verified with documentation, I will allow you to make up whatever you missed. If it's not acceptable and verified, your absence will not be excused and you cannot make up the work.

Unexcused absences will result in lower scores in the areas of participation, professionalism, quizzes and in-class exercises. Your grades in these areas start at **zero** (not 100), and you earn points as the semester progresses. I do not calculate these grades until the end of the semester.

This absence policy does not apply on days that a project is due.

#### **Due Dates:**

I will be treating you like media professionals, which means deadlines **MUST** be met. You cannot negotiate or fib your way out of meeting a deadline.

Unfortunately, because of numerous problems in the past dealing with the issue of late assignments, this class has a very rigid late policy with harsh penalties. An assignment is considered late if you do not turn it in at the beginning of class (or email it to me per assignment sheet) on the day it is due. In other words, don't come into class 20 minutes late the day an assignment is due and think you can still turn it in without penalty.

Assignments not submitted by the given deadline will lose one letter grade every day (not class period) they are late. On the sixth day after the due date, your grade becomes an automatic zero.

If you are not attending class on the day an assignment is due, you must notify me beforehand via email. **You must have a legitimate, documented excuse to miss a deadline. You must provide me with advanced notice. Otherwise, you must accept the one-letter-grade-per-day penalty.**

#### **Style & Spelling Policy:**

To be a successful communication professional (or simply write a good cover letter), you must know proper grammar, punctuation and spelling.

If you make grammar, punctuation, and spelling errors, in a cover letter, your saying to a potential employer "hire me even though I can't pay attention to details, a skill most jobs require".

Hopefully, you caught the errors in the above sentence. If you didn't, here is the correct version:

If you make grammar, punctuation and spelling errors in a cover letter, you're saying to a potential employer, "Hire me, even though I can't pay attention to details, a skill most jobs require."

Because you must be a strong writer to work in any communication field, I deduct points for all grammar, spelling and punctuation errors.

### **Participation and Professionalism:**

You will never be penalized for voicing your opinions, whatever they may be.

You will, however, be penalized for disrupting class. Talking on cell phones, texting, whispering with classmates, e-mailing, arriving late/leaving early, sleeping, closing your eyes and hoping I don't notice, doing Sudoku and using computer programs other than the ones we are working on in class will lead to a lowering of the participation/professionalism portion of your grade.

If you are someone who likes to use your laptop in class when I am talking or your classmates are speaking, ask yourself why.

If you think it's because multitasking makes you more productive, you're wrong (forgive the bluntness). Studies have shown that multitasking doesn't make you more productive. It actually makes you perform worse than non-multitaskers in nearly every category, including critical thinking skills and memory tests.

I'm not just some old fuddy-duddy. Studies, which you can read [here](#), have proved that multitasking makes you less productive, not more productive.

If you use your laptop excessively during class, the professionalism portion of your grade will be lowered.

Remember that the number of classes you miss impacts your professionalism and participation grades. You can't participate if you're not in class. Not coming to class is also not very professional.

You will also be penalized for not speaking at all. To be a successful media professional (or successful in any field), you must learn how to voice your opinions and contribute to conversations. Your participation and professionalism grades start at 0. It's up to you to work your way up the grade scale.

The grading scale for participation is as follows:

A: Frequent and meaningful contributions to class discussion that show insight and understanding of material.

B: Frequent and meaningful contribution to class discussion.

C: Occasional participation to class discussion.

D: Only participates when called upon.

F : No class participation

**Academic Dishonesty Policy:**

Plagiarism of any form, of any kind and of any length will be reported to the Dean of Students and the student will automatically receive a failing grade for the course.

Cheating on in-class assignments or any other work associated with this class will receive a similar punishment. As you know, plagiarism constitutes using another's words or ideas without acknowledgment.

**I also consider it an act of plagiarism to turn in work for an assignment in this class that you produced for another class (any semester, any year). You must turn in original work for all class assignments.**

**Special needs:**

If you have a special circumstance that may have some impact on your coursework and for which you may require accommodations, please contact me within the first two weeks of the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the [SSWD website](#).

**Email policy:**

I will respond to all emails within 24 hours, except for weekends.

Keep in mind that I may not check my email right before an assignment is due. Ask questions early and re-read the assignment sheet. Often, the answer is there.

**Grading:**

Grading is a complex issue.

At best, grades motivate you to learn as much as you can.

In the worst-case scenario, grades make you feel bad about yourself, question your life goals and hate school.

When thinking about grades, keep a few things in mind.

Grades don't always indicate how much you're getting out of a class, or school in general.

When you were in elementary school and high school, teachers and parents used grades to help keep you on task and unearth your talents.

But you are now an adult. It is your responsibility to learn as much as you can, keep yourself on task and uncover your passions. Grades may help you do this, but grades aren't your only guide on this road.

As an adult, you need to push yourself to learn – without the reward or punishment of a grade.

Getting As on assignments shouldn't be a reason to tell yourself, "I am a master at this. I don't need to try anymore. I'm checking out." You're not a master yet. An A means you're exceptional for communication professionals at this stage of their careers. You're not the CEO of Twitter yet. Keep working hard until you are.

Likewise, getting Cs shouldn't be a reason to give up. In fact, a C makes sense. That's an average grade, and you just started doing this stuff. You need to practice until you're better at it.

I take a lot of time to make my grading policy transparent. You will receive a rubric for each assignment, along with an explanation of potential point deductions.

I will always evaluate your work and provide you with an explanation of why you've earned your grade.

The in-class exercises won't be formally graded. But I will look at them as we work on them. You either earn an A for putting some degree of effort into it or an F if you don't. If you don't attend class regularly, you can't do the in-class exercises, which means you won't get an A in this area of the class.

Please remember that I do not grade based on effort alone. I will not give you an A on one of the assignments simply because you tried your best.

Quizzes on the readings will occur nearly every week. If you are not in class to take the quiz, you cannot make it up.

### **Grade disputes:**

You may not agree with a grade I give you. If you think you deserve a better grade, you must write one to two paragraphs explaining why and visit me in my office to discuss the matter.

Again, you must visit me **in person**. Do not email me the explanation and expect me to respond. Do not argue your point after class on the day I return an assignment.

You have a one-week window after I return an assignment to dispute a grade. After that, I will not change a grade for any reason.

### **Final grade breakdown:**

In-class exercises: 100 points

Pop quizzes: 100 points

Participation/Professionalism: 100 points

Group Presentation: 100 points

Assignment One: 150 points

Assignment Two: 150 points

Midterm: 100 points

Final project (different options will exist): 200 points

**Individual Assignment Grade Scale:**

A: 100-94

A-: 93-90

B+: 89-88

B: 87-83

B-: 82-80

C+ 79-78

C: 77-73

C-: 72-70

D+: 69-68

D: 67-63

D-: 62-60

F: 59-0

**Total Semester Grade Point Scale:**

**Grades are absolutely not rounded up at semester's end**

A: 1000-940

A-: 939-900

B+: 899-880

B: 879-830

B-: 829-800

C+ 799-780

C: 779-730

C-: 729-700

D+: 699-680

D: 679-630

D-: 629-600

F: 599-0

**Schedule:**

*Readings are due by the start of the week (Monday) they are listed under. If the link to the reading is not active, copy and paste the URL into your web browser.*

**Week 1: January 20-22**

Read the syllabus by Friday

**Week 2: January 23-27**

Readings due by Monday's class:

1. What is new media?

<http://www.newmedia.org/what-is-new-media.html>

2. 3 Skills You Need for a Career in Digital Media

<http://mashable.com/2015/10/22/digital-media-degrees-brandspeak/#8esOl6cBmPqi>

**Week 3: Jan 30 – Feb 3**

Readings due Monday:

1. [What is Copyright](#)

[Law? http://www.newmediarights.org/business\\_models/artist/what\\_copyright\\_law\\_who\\_created\\_it\\_and\\_why\\_do\\_people\\_think\\_we\\_need\\_it](http://www.newmediarights.org/business_models/artist/what_copyright_law_who_created_it_and_why_do_people_think_we_need_it)

2. Where to find free music, images, and video to use in creative works

[http://www.newmediarights.org/guide/how\\_to/social\\_media/social\\_video/find\\_free\\_music\\_images\\_video\\_use\\_remix\\_creative\\_works](http://www.newmediarights.org/guide/how_to/social_media/social_video/find_free_music_images_video_use_remix_creative_works)

**Week 4: Feb 6-Feb 10**

**Group One Presentation on Wednesday**

Readings due Monday:

1. Tuning In and Tuning Out Technology

<https://www.psychologytoday.com/blog/live-long-and-prosper/201412/tuning-in-and-tuning-out-technology-0>

2. New Study Links Facebook To Depression: But Now We Actually Understand Why.

<http://www.forbes.com/sites/alicegwalton/2015/04/08/new-study-links-facebook-to-depression-but-now-we-actually-understand-why/>

**Week 5: Feb 13-Feb 17**

**Assignment One Due Friday**

**Group 2 Presentation on Wednesday**

Readings due by Monday's class:

1. Is Google making us stupid?



<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>

2. Why Abundance is Good

<http://blogs.britannica.com/2008/07/why-abundance-is-good-a-reply-to-nick-carr/>

### **Week 6: Feb 20-24**

#### **Group 3 Presentation on Wednesday**

Readings Due Monday:

1. Six Ways Your Technology is Spying on You

<http://www.theguardian.com/commentisfree/2015/feb/10/six-ways-tech-spying-how-turn-off>

2. Americans' Views on Government Surveillance Programs

<http://www.pewinternet.org/2015/03/16/americans-views-on-government-surveillance-programs/>

### **Week 7: Feb 27-March 3**

#### **Group 4 Presentation on Wednesday**

#### **Midterm Project/Exam on Friday**

Readings Due Monday:

1. Americans Attracted to ISIS Find an 'Echo Chamber' on Social Media

<http://www.nytimes.com/2015/12/09/us/americans-attracted-to-isis-find-an-echo-chamber-on-social-media.html>

2. Proposals to Stop Terrorists on Social Media Could Harm Privacy and Anonymity

[http://www.slate.com/blogs/future\\_tense/2015/12/15/proposals\\_to\\_stop\\_terrorists\\_on\\_social\\_media\\_could\\_harm\\_privacy\\_anonymity.html](http://www.slate.com/blogs/future_tense/2015/12/15/proposals_to_stop_terrorists_on_social_media_could_harm_privacy_anonymity.html)

### **Week 8:**

**No Classes Spring Break**

### **Week 9: March 13-March 17**

### **Group 5 Presentation on Wednesday**

Readings due Monday:

1. Where Gadgets Go to Die

<http://www.economist.com/news/technology-quarterly/21615032-growing-mountain-electronic-waste-needs-be-disposed-responsibly-rich>

2. Check out the “Environmental Impact of our Cell Phones”

<https://infographicworld.com/environmental-impact-of-cellphones/>

### **Week 10: March 20-24**

### **Group 6 Presentation on Wednesday**

Readings Due Monday:

1. The future of communication is telepathy

<https://www.washingtonpost.com/news/the-intersect/wp/2015/07/01/mark-zuckerberg-says-the-future-of-communication-is-telepathy-heres-how-that-would-actually-work/>

2. Fake News and the Future of Journalism

<http://www.niemanlab.org/2016/12/fake-news-and-the-future-of-journalism/>

3. The Future of Advertising will Probably Look A Lot like Minority Report

<https://www.entrepreneur.com/article/251627>

4. The Top 7 Predictions for the Future of Media

<http://www.businessinsider.com/the-top-7-predictions-for-the-future-of-media-2016-3>

### **Week 11: March 27-31**

**Assignment two due Monday**

**Group 7 presents Wednesday**

Readings due Monday:

1. App Makers Reach Out to the Teenager on Mobile

[http://www.nytimes.com/2016/01/03/business/app-makers-reach-out-to-the-teenager-on-mobile.html?\\_r=0](http://www.nytimes.com/2016/01/03/business/app-makers-reach-out-to-the-teenager-on-mobile.html?_r=0)

## 2. Google and the Future of Apps

<http://recode.net/2015/11/24/google-and-the-future-of-apps/>

### **Week 12: April 3-7**

#### **Group 8 presents Wednesday**

Readings due Monday:

Straight White Male – The Lowest Difficulty Setting

<http://whatever.scalzi.com/2012/05/15/straight-white-male-the-lowest-difficulty-setting-there-is/>

#### 2. Dear White People: You Suck At Diversity

<http://techcrunch.com/2015/12/13/dear-white-people-you-suck-at-diversity/#.adrlnmt:edbk>

#### 3. Digital Divide by Generations

<https://techpinions.com/digital-generation-gap/32774>

### **Week 13: April 10-14**

#### **Group 9 Presentation on Wednesday**

Readings due Monday:

1. Read an essay of your choice from the web site of Loyola's Center for Digital Ethics and Policy. You will be quizzed on your essay and asked to summarize it in class <http://digitalethics.org/essays/>

### **Week 14: April 17-21**

#### **Group 10 Presentation on Wednesday**

1. Browse job ads at <http://www.indeed.com/m/jobs?q=Digital+Media>.

Be prepared to show the one job that stood out to you as exciting and explain why

### **Week 15: April 24-28**

Work on final projects

**Final project due via email by the end of finals period**