

CARLETON UNIVERSITY
DEPARTMENT OF COMMUNICATIONS
FYSM 1217B
2014 WINTER
INTRODUCTION TO NEW MEDIA

Course Meets: Tuesdays 2:35 -5:25pm

Instructor: Jennifer R. Whitson

Office: River Building, room 4111

Office Hours: Tuesdays 5:30-6:30pm.

Online Office Hours: held by appointment, over Skype.

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Email is the best way to reach me. I will answer emails within 48 hours.

Course Description and Objectives:

New media literacies are a critical uncertainty in addressing the question of whether digital media improve or erode human individual capacities and collective culture. Literate populations are becoming the driving force that shape new media, just as they were the eras following the invention of the alphabet and printing press. What broad populations know now, and the ways they put that knowledge into action, will shape the ways people use and misuse social media for decades to come.

In other words, Twitter, iPhones, Facebook and video games are fundamentally reshaping how we interact with others and learn about the world. They are essential tools in changing the world. In addition to the practical skills training outlined below, the course uses historical, regulatory, and theoretical approaches to highlight New Media and its role in everything from online dating to the overthrow of governments, and thus introduce students to the vital role of communication technologies in everyday life.

This is a first year seminar, which means the ultimate goal of the course is to use the course content as an entry point to directly develop skills in organization, time management, critical reading, library research, problem solving, verbal communication, writing, and citizenship. In this course, you will learn the following:

- Learn to use social media tools for collaborative work.
- Understand the need for critical consumption of information.
- Understand and practice appropriate online behavior.
- Hone your ability to find the answer to any question with the right kind of search.
- Train your thinking to assess the accuracy of the answers you find online.
- Learn the modes, consequences, some of the responsibilities and dangers of different kinds of digital participation, from crowdsourcing to blogging.

- Become familiar with competing perspectives on social media practices and their effects; learn how to make analytic arguments regarding key debates around the use of social media.

Course Format

This is an interactive and discussion-oriented seminar course which meets for 3 hours, once per week. You will be expected to regularly attend classes, contribute meaningfully to ongoing discussions and debates, and participate in group as well as individual assignments.

Reading (s)/Textbook (s):

Terry Flew & Richard Smith (2011). *New Media: An Introduction [Canadian Edition]*. Don Mills, ON: Oxford Press.

The text is available through [Amazon.ca](https://www.amazon.ca) for approximately \$60. Please make sure you buy the Canadian version.

Additional required readings and any changes to the reading schedule will be posted on CULearn.

Course Requirements & Methods of Evaluation:

This is an first year seminar course and NOT a lecture course where I talk at you for three hours straight. This is good, right? But this also means that you are consequently expected to participate actively in generating and pursuing discussion of issues. The aim of a seminar course is for all of us to discuss and analyze the assigned readings. Hence it is a REQUIREMENT for this course that you read all assigned readings prior to every class and actively participate in classroom discussion. This includes bringing questions/comments to class about the readings, asking questions, making *constructive* criticism of classroom presentations, and connecting themes discussed in class with contemporary events.

Five factors will be evaluated as part of this course. These are set out below.

Assignment	% of Total Grade	Due Date
Thesis Statement and annotated Reference list (3 articles)	10%	Jan 28
Essay Outline	10%	Feb 25
In-Class Debates: Oral debate Written Reflection	20% 10%	Sign-up
Final Research Essay (1,500 words)	30%	April 8
Participation: In-Class On-line	12% 8%	Weekly

Note: The above is the *only* grade structure. You will not be permitted to improve your grade by completing additional work or assignments.

Reference List and Thesis Statement- Due January 28.

On January 28, you will hand in a thesis statement for your final paper. This should be considerably

advanced beyond a “I hope to look at...” style of summary.

In addition to your thesis statement, you must attach an annotated bibliography for 3 academic articles relating to the topic of your final research essay. These materials will be drawn from academic journal articles, chapters in edited academic books, or academic articles published on the Web. **Note:** book titles and assigned course readings are not accepted. You should include the pertinent bibliographic information for the reference: title, author, year of publication, etc. You should also highlight what you see as the main argument of the articles, indicating with a sentence or two why you think each might be important for your final paper

Rationale: The thesis statement is an opportunity to ensure you have selected an appropriate paper topic, to ensure an early start to the paper, and to ensure feedback on your paper so that you can earn a better mark on your final paper.

Many students have difficulty finding good sources, which are the backbone of good term papers. This assignment will follow an in-class session on how to find academic sources, explaining how they differ from non-academic sources. By beginning your reading early, you will have a head start on your term paper.

Once I have your annotated list, I may recommend other relevant sources for you to check out.

Essay Outline - Due Feb 25.

On Feb 25th, you will hand in a one page document that in point form outlines the arguments in your essay and the sources you will be using to support these arguments.

Rationale: This is a continuation of the last assignment, that will help you further refine your thesis and arguments. The structure of an academic essay is complex. Your final essay will be marked according to whether you've covered all the key areas (introduction with thesis statement, background to topic, at least three supporting arguments, a response to at least one rebuttal/counter-argument, and a conclusion). This outline will ensure that you're on pace and including the essentials in your final paper.

In-Class Debates - Variable

There will be six debates held throughout the term (Feb 11, Feb 25, Mar 4, Mar 11, Mar 18, and Mar 25). You will each participate in one debate in which you will explore in depth a specific topic related to the course.

First, sign up for a debate topic and a position (i.e., "side") in weeks 1 and 2 of this seminar. You might end up arguing a position you do not personally agree with. For each debate, one team will debate another team on a given topic. Since enrolment might fluctuate, you might work individually or you might work in pairs or groups of no more than 3 students. During sign up, all debate topics/positions must be filled by at least one person before another name can be added to a topic/position. People working in teams consisting of more than one person will be marked collectively.

If you are working in a team of more than one person (i.e., more than just you), you will be marked collectively on your oral presentation. You will all be graded individually for your written reflections. It is your responsibility to ensure a fair division of labour. It is also your responsibility to contribute your

best work to your team.

Oral Debate: 20%

For your debate topic, you will conduct research to support your “side” of the debate. Your research should include a minimum of 2 academic/scholarly sources in addition to course readings, and an unlimited number of additional sources. Based on your research, you will develop an argument in favour of your position, and present this argument in the debate. You should also prepare rebuttals (i.e., counter-arguments) in advance (“prepared rebuttals”), as well as prepare to respond for possible rebuttals by your opponent (“spontaneous rebuttals”).

In-class debate structure:

Stage 1: Side A presents arguments for their perspective – up to 8 minutes;

Stage 2: Side B presents arguments for their perspective – up to 8 minutes;

Stage 3: Side A presents their “rebuttal”/ counter-argument (both prepared and spontaneous) to Side B – approximately 4 minutes;

Stage 4: Side B presents their “rebuttal”/ counter-argument (both prepared and spontaneous) to Side A – approximately 4 minutes;

Stage 5: Debate is open to entire class to participate. Both Sides A and B are free to respond – up to 20 minutes.

As you engage in debate, you should take brief notes on your own spontaneous rebuttals. That is, you should jot down brief notes when you come up with arguments or points on the spot.

Written Overview & Individual Reflection: 10%

Due 1 week after your oral debate

One week after your debate, you will submit a hard copy of your debate, composed of:

- (1) your original, unmodified presentation of arguments (i.e., the document you are reading/ working off when you present), including your original, prepared rebuttals,
- (2) any notes you took on your spontaneous rebuttals,
- (3) the bibliography of all of your sources, and
- (4) a short reflection statement (300-500) words.

Your reflection should be a contemplation of the argumentation in the debate in which you participated. For example, you could address questions such as: Were you persuaded by the arguments of your opponents? What were the weaknesses and strengths in your own verbal rebuttals/counter-arguments? What were the strengths and weaknesses of your opponents’ position as they presented it? Were there any particularly good insights or questions by classmates? In what ways did the debate question constrain the structure of your argument? How has the debate stimulated further thought on this topic for you? Etc.

Policy Notes: All presenters are encouraged to discuss their debate with me for a few minutes at least one week in advance. Presenters who plan to use technology with which the classroom is not already equipped should notify me at least one week in advance to ensure access to the relevant technology.

The oral presentation of your debate may not be delivered late except as a result of a documented illness or personal emergency. (For those working in pairs or groups of three, if only one person is able to attend, that person will deliver the debate on behalf of the team on the original scheduled date.)

Therefore, be sure to share your work with your partner(s) in advance of the presentation date.) Without documentation for an absence on your own debate day, you will receive a 20% penalty. You will be expected to deliver your oral presentation in the next class in which it is practicable, which will be determined by the instructor.

Rationale: Public speaking is a skill that's only learned through repeated practice, as is group work. Debating provides a forum to examine the merits and demerits of perspectives on a given topic, while facilitating peer-to-peer education. Your debate reflection is an individual opportunity to consider and reconsider the merits and demerits of the arguments advanced both by you and your opponent in order further to advance your contemplation of an issue. It is also an opportunity to consider questions and perspectives presented by your peers.

Final Term paper - Due April 8

This entire course is designed to help you build a substantial research paper on one of the selected topics discussed in class (see handout for a list of these topics). You are expected to produce final papers of approximately 1,500 words.

Although you are expected to commit to a research topic early in the course, you are able to change your topic during the term if you consult with me beforehand.

Term papers are **due the last day of class**.

Participation - Weekly

As a seminar class, you are expected to actively contribute to in-class discussion. This includes having read the material in advance of the class and making informed comments, observations and criticisms of the readings. **Note: simply attending class and making required presentations will count for a grade of 0 for classroom participation.** For full marks (and your added enjoyment) you're expected to keep up with our reading schedule, participate actively in our weekly seminars, and contribute to our discussions, both in-class and online.

1. In-Class Participation (12%):

You are required to attend class regularly, with the readings completed in advance, and to actively participate in group discussions and activities. Participation will be gauged by attendance **and** engagement in class discussion and activities.

2. Online Participation (8%):

There will be a discussion board on CULearn (starting this class) where you can post comments and responses to posted topics that relate to the readings, lecture and/or class discussion. I will post weekly discussion questions to a specific discussion board. You can respond to these questions or post your own comments regarding the week's material. These comments/questions should be at least several sentences long and demonstrate an engagement with the material and an attempt to employ a critical perspective.

Each comment is worth 1%. You can post as much as you like, but in order to be eligible for full marks you must post in at least 8 of the separate calendar weeks listed below:

January 7 -13	January 14-20	January 21 - 27
January 28 - February 3	February 4 - 10	February 11 - Feb 24
February 25 - March 3	March 4 -11	March 11 - 17

March 18 - 24	March 25 - 31	April 1 - 8
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Please remember that these online spaces are a virtual extension of our classroom, and therefore, subject to the University's conduct regulations. At all times, you must respect your fellow classmates, and try to keep the discussion relevant to our course goals. When in doubt, follow The Golden Rule of Netiquette: *Don't post any comment you wouldn't read aloud in class.*

Grades:

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Grade Appeals:

I am willing to reconsider grades for all components of the course **if there is a sound intellectual basis for why the previous grading was in error**. I will provide the appropriate appeals form for you to fill out. Individuals who would like to have an assignment re-evaluated should outline **in writing** the reasons why they believe their assignment/exam deserves a better grade. Assignments must be re-submitted no more than two weeks after the assignment was returned to the student.

IMPORTANT INFORMATION ABOUT MY CLASS

Assignments

Please see the last page of this outline for important information on my late policies, rules for handing-in assignments, and extensions.

Missed Classes

You are responsible for knowing the material and announcements presented during seminars whether or not you attend class. Please arrange with another student to get missed notes and announcements. An excellent way to get in touch with fellow students is on the CuLearn Discussion Boards.

Classroom Expectations and Behaviour

Please do not disrupt other students' ability to hear the seminar (e.g., do not arrive late or leave early,

begin packing your belongings before class ends, chat while others are speaking etc.).

Technology Notes:

Laptop computers and other portable technologies should be used in class only as learning-facilitation tools. During class, it is not acceptable to play games, answer email, surf the web, answer cell phones, text message, or engage in other non-class-related activities. Your participation grade will be penalized if you break this rule.

Why? Not only do these practices negatively affect your learning and participation, but they also distract others and create an environment of disrespect.

OTHER UNIVERSITY POLICIES (AKA THE FINE PRINT)

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Carleton's Academic Integrity policy can be found here:

<http://www1.carleton.ca/studentaffairs/academic-integrity/>

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://carleton.ca/equity/accommodation/student_guide.htm

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608 every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: http://www.carleton.ca/pmc/students/acad_accom.html

In cases of illness, family death, etc., accommodations relating to course requirements can only be made with the submission of official certification (original + one copy).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

COURSE CALENDAR & READINGS:

Beyond the required text, *New Media: An Introduction*, all other readings are available online either through hyperlinks posted below or through CuLearn. Some of these are pdf files, some are direct links to the web, while others are links to the library system where you would have to navigate the journal itself to access the article.

Note: This is a tentative class reading schedule and will be modified as required.

Date	Topic	Readings	Activity Schedule	Weekly Due Dates
Jan 7		no readings today	Sign Up for Debate!	Buy your text online
Jan 14 Wk 2	What is New Media Literacy?	Howard Rheingold, <i>Net Smart</i> , Introduction: "Why you need digital know-how -- why we all need it." pp i-ix. (textbook) (This chapter is available online)	Sign up for Debate! Library Tour & Seminar	Deadline: Jan 17 last day to change courses.
Jan 21 Wk3	Digital Knowledge and Crap Detection	Nicholas Carr (2000). "Is Google Making Us Stupid?" <i>The Atlantic</i> . http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/ Howard Rheingold on crap detection: http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/ Why academic search databases fail: http://www.theatlantic.com/technology/archive/2012/02/google-trained-minds-cant-deal-with-terrible-research-database-ui/253641/ Google Search Infographic: http://www.avatargeneration.com/2012/11/tips-for-students-doing-online-research/	Seminar: working in Groups with Natalia.	
Jan 28 Wk4	The History of New Media	Flew & Smith. Chpt2. The History of New Media Ben Rooney. (2011) "Women and Children First: Technology and Moral Panic". <i>The Wall Street Journal</i> . http://blogs.wsj.com/tech-europe/2011/07/11/women-and-children-first-technology-and-moral-panic/	Abstract and annotated reference list due. Seminar: effective presentations. with Natalia.	Last day to withdraw from winter courses with a full fee adjustment. Your turn! In-class anonymous student evaluation of the course. If there are issues you'd like to raise, or improvements you'd like me to make, tell

me now!

Feb 4 wk5	New Media & Theory	Flew & Smith Chpt 3. Approaches to New Media David Harrington on Turnitin and Plagiarism: http://davidharrington.com/?p=594	Essay Writing Seminar
Feb 11 Wk6	Call Me: Mobile New Media	Flew & Smith. Chpt 4. Mobile New Media danah boyd. (2011). "Teen Sexting and Its Impact on the Tech Industry". http://www.danah.org/papers/talks/2011/RWW2011.html	Debate 1
Feb 18 Wk7		NO CLASS TODAY!	
Feb 25 Wk8	Networks, crowdsourcing, and New Media	Flew & Smith. Chpt 5. Social Networks and Participatory Culture Downey, Tom. 2010. "China's Cyberposse." <i>The New York Times</i> , March 7 . http://www.nytimes.com/2010/03/07/magazine/07Human-t.html?pagewanted=all	Essay Outline Due Debate 2
Mar 4 Wk9	Hactivism, Vigilantes, and Social Change	Bill Wasik, "#Riot: Self-Organized, Hyper- Networked Revolts—Coming to a City Near You." <i>Wired Magazine</i> . January 2012, http://www.wired.com/magazine/2011/12/ff_riots/ . TBA	Debate 3
Mar 11 Wk 10	Communication, Play and Games	Flex & Smith. Chpt 6. Games Julian Dibbell on Toxic Gamer Culture: http://www.wired.com/print/gaming/virtualworlds/magazine/16-02/mf_goons	Debate 4
Mar 18 Wk 11	New Media Work	Flew & Smith. Chpt. 7. Creative Industries. Julian Dibbell on Goldfarming, sweatshops and games: http://www.guardian.co.uk/world/2011/may/25/china-prisoners-internet-gaming-scam	Debate 5
Mar 25 Wk	Making the World Smaller	Flew & Smith. Chpt 8. The Global Knowledge Economy. Ratliff, Evan. 2009. "Gone Forever: What	Debate 6

12		Does It Take to Really Disappear?" <i>Wired</i> http://www.wired.com/vanish/2009/08/gone-forever-what-does-it-take-to-really-disappear/	
Apr 1	Governing the Intertubes	Flew & Smith. Chpt. 9. Internet Law, Policy and Governance.	Proof-reading seminar
Wk 13		Angwin, Julia. 2010. "The New Gold Mine: Your Personal Information & Tracking Data Online." <i>Wall Street Journal</i> . http://online.wsj.com/article/SB10001424052748703940904575395073512989404.html	
Apr 8	What Does it All Mean?	Flew & Smith. Chpt 10.	Papers Due Today
Wk 14		Greg Sandoval. (2013). "The End of Kindness: Weev and the Cult of the Angry Young Man. <i>The Verge</i> . http://www.theverge.com/2013/9/12/4693710/the-end-of-kindness-weev-and-the-cult-of-the-angry-young-man?utm_content=buffer7f77f&utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer	

Policy and Guidelines for Written Assignments:

Policies:

- Students must always retain a hard copy of all work that is submitted.
- Assignments can be handed-in in class, or at the Communications General Office (located on the 4th floor of the River Building).

Extensions and Late Assignments:

- All assignments are expected to be submitted on time, unless you have: i) a medical note from a doctor explaining that you could not complete the assignment; or ii) special permission for an extension from me.
- You may submit written assignments up to 3 days late without penalty; however, late assignments will not receive extensive written feedback.
- Written assignments submitted more than 3 days late will be docked 5%/day, up to a maximum of 20%. Assignments handed in more than 7 days past the due date will not be accepted, and will score 0. In other words, plan ahead, develop a work schedule, and stick to it.
- Any request for an extension beyond 3 days must be submitted by email to the instructor at least one week before the due date.
- Failure to complete or hand in a written assignment earns a zero on that project.

Notes for Handing in Assignments:

- Please don't bother using fancy cover sheets, duo-tangs, etc. Simply staple your paper in the left hand corner.
- Keep an electronic and paper copy of any assignments you hand in. If I cannot find my copy of your paper and you cannot immediately provide another copy I will presume that the assignment was not handed in.
- Papers should employ proper formatting as outlined in one of the different academic styles, such as the MLA or Chicago format. (Hint - Use this site to make create perfect bibliographies: <http://citationmachine.net/index2.php>). Your assignments should include a cover sheet that indicates your name, student number, title, instructor's name, course number, and **word count**. Word count should not include your references. Papers should have page numbering, one inch margins, be double spaced, and use 12 point, Times New Roman (default) font.
- If you are unfamiliar with an academic style you should consult one of the many books in the library that will provide guidance on academic styles. Perdue also has online guides found here: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Late papers can be handed in to the Communications General Office on the fourth floor of the River Building. The administrative assistants in the office will date stamp late papers.
- **Never** slide an assignment under my office door. They are apt to be lost. Moreover, as I am often not in my office for days at a time, they will be graded as being late according to the day they are found (if they are ever found. My office is a wasteland and destroyer of papers).
- Be sure to back up your work (both locally and to network drives) and print out hard copies regularly as you write. That way, if your computer fails, you can always locate another computer at the University to finish your work.