

Loyola University Chicago  
Spring 2016  
COMM 200: New Media and Communication  
MWF 2:45-3:35

Monday and Wednesday class location: Corboy Law Center Room 305

Friday class will be held online through Adobe Connect on Sakai (you can access it through [this link](#))

**Instructor: Patty Lamberti**

**Email: [plamberti@luc.edu](mailto:plamberti@luc.edu)**

**Phone: 312-915-6860**

**Office Hours:**

**SOC Room 223**

**Mondays 11:30-12:30**

**Wednesdays 1:30-2:30**

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

### **COURSE OVERVIEW**

Long before Tinder and text messaging, 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.

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.

### **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 Friday during our online session.

### **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, specifically [their technology section](#).
2. [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 hold Friday's class online every week.

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.

This class will begin promptly at 2:45, so please log on by then. If you don't log on by then, you will be considered tardy.

You will take an online quiz about the week's readings during the last 20 minutes of Friday's class. This quiz will only be available during those 20 minutes, so if you miss the class, you miss the quiz. Those who log on more than 15 minutes late to Friday's online class will not receive credit for that day's quiz.

That said, stuff happens. 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.

The golden rules? While we are talking, don’t touch anything electronic. While we are using devices, only use software we are working with.

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.

**Laptop and cell phone policy:**

Although technology has revolutionized how we communicate, it doesn't always help you learn. The more you multitask, the less you learn. Multitasking is also disruptive to me and the students around you.

Studies have shown the following:

- According to Winona State University researchers, 68% of students who use laptops in the classroom aren't using them just to take notes – they're also surfing the web, checking Facebook and email, etc.
- Former Stanford researcher Clifford Nass found that multitaskers perform worse than non-multitaskers in nearly every category, including critical thinking skills and memory tests.

If you multitask in class while we are talking, you will be asked to leave. The professionalism portion of your grade will also be lowered.

We will do plenty of in-class exercises using technology. Don't use it when we're discussing issues.

**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 every Friday in our online session. The quiz will only be open for 20 minutes towards the end of our online meeting. If you miss the session, and don't have an acceptable excuse with proof, you cannot make up the quiz. Those who

arrive to class more than 15 minutes late on Fridays will receive an automatic zero on the quiz.

**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: 100 points  
Assignment Two: 150 points  
Midterm: 150 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

### **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 2 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: <<http://www.luc.edu/sswd/index.shtml>>

### **Schedule:**

*Readings are due by the start of the week (Monday) they are listed under. Friday's online quiz will cover the week's readings, lectures and activities.*

### **Week 1: January 20-22**

No homework due during week one

### **Week 2: Jan 25-29**

Readings due by Monday's class:

1. What is new media?

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

2. Characteristics of New Media

<http://www.archivefilter.net/luc/vandijk.pdf>

3. Rushkoff, [Program or be Programmed: Introduction](#)

4. What's New About New Media? The Smartwatch as an Example

<https://blogs.commonsgorgetown.edu/cctp-748-spring2015/2015/05/01/whats-new-about-new-media-the-smart-watch-as-an-example/>

### **Week 3: February 1-5**

### **Group One Presentation - 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 4: Feb 8-12**

**Assignment One Due Monday**

**Group Two Presentation on Wednesday**

Readings due Monday:

1. 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 5: February 15-19**

**Group Three Presentation on Wednesday**

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 6: February 22-27**

**Group Four 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 29 –March 4**

**Group Five Presentation on Wednesday**

**Midterm Project/Exam on Friday**

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 8: March 7-11**

**No Classes Spring Break**

**Week 9: March 14-18**

## **Group Six 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>

## **Week 10: March 21-25**

### **Group Seven Presentation on Wednesday**

Readings Due Monday:

1. The Age of Big Data

[http://www.nytimes.com/2012/02/12/sunday-review/big-datas-impact-in-the-world.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2012/02/12/sunday-review/big-datas-impact-in-the-world.html?pagewanted=all&_r=0)

2. The Impact of Big Data on the Digital Advertising Industry

[https://www.qubole.com/blog/big-data/big-data-advertising-case-study/?nabe=6725258257104896:0&utm\\_referrer=https%3A%2F%2Fwww.google.com](https://www.qubole.com/blog/big-data/big-data-advertising-case-study/?nabe=6725258257104896:0&utm_referrer=https%3A%2F%2Fwww.google.com)

3. The newsonomics of “Little Data,” data scientists, and conversion specialists

<http://www.niemanlab.org/2013/10/the-newsonomics-of-little-data-data-scientists-and-conversion-specialists/>

## **Week 11: March 28-April 1**

### **Assignment Two Due Wednesday**

### **No Class Friday, April 1**

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. The Future of Apps

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

**Week 12: April 4-8**

**No class Monday, April 4**

Readings due Wednesday:

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/>

**Week 13: April 11-15**

**Group Eight 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://digitaletics.org/essays/>

**Week 14: April 18-22**

**Group Nine Presentation on Wednesday**

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 15: April 25-29**

Readings due Monday:

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.

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