COMM 200 – 202 Communication and New Media
Fall 2020
MWF 4:10-5:00 p.m. Central Time
Synchronous (M/W), Asynchronous (F)*

Professor Lee Hood, Ph.D.

E-mail: lhood1@luc.edu   Twitter and Instagram: @leehoodloyola
Virtual appointments available weekdays from 9 a.m.-4 p.m.
Home phone: 630-510-3128; cell phone 630-235-4141 (please, no calls after 10 p.m.)

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*A note about our schedule
During our scheduled class time, Mondays and Wednesdays will be synchronous sessions – that is, live via Zoom. We will devote those days to activities that are enhanced by us being together, such as discussions and group activities. Fridays will be asynchronous, meaning we will not meet. Instead, Fridays will be reserved for activities and assignments for you to complete on your own, such as watching videos, doing self-directed exercises, and reading ahead.

♦ Course Goals and Objectives
This course is designed to help you develop an understanding of social and individual issues related to digital communication, and to learn to think critically about networked digital culture – particularly how it is impacting and being impacted by larger social, cultural, economic, and political contexts.

These objectives are intended to support these **Learning Outcomes:**
(1) Gain Factual Knowledge and Learn Basic Principles
- Become acquainted with key social issues and problems that emerge from digital communication;
- Explain and critique how individuals and society are shaping and are shaped by digital communication technology;

- Discuss how these new digital technologies have implications for identity construction, community building, our environment and more.

(2) Develop Critical Analytical Skills related to both Self and Society
- Gain critical literacy of digital media and one's use of digital communication and what its implications for society
- Reflect on the role technology plays in one's own sense of identity and community

(3) Practice Critical Application of Concepts
- Develop writing/expression skills that demonstrate research on and a reflective understanding of digital media/communication usage on both societal and individual levels.

Before taking this course, you must have completed **COMM 175** Intro to Communication or **COMM 201** Media Theory and Criticism.

♦ **Text** (required) Digital Media & Society by Simon Lindgren, 2017, Sage
➢ Other readings and videos will be available and/or linked through Sakai.

♦ **Online Considerations and Expectations**

Attendance and Zoom Etiquette
As the synchronous Zoom sessions will center around discussions and group work, it is important to for you to be attend every session. Part of your grade will be based on **attendance** and **participation**. While you will be able to watch a recording if you miss a session, you will miss the interactions with me and with your classmates that are intended to enhance your experience in the class. (Note that watching the recorded session afterward will not count toward participation points.)

On each Zoom session, you are encouraged to use the video option as much as you feel comfortable. It helps the rest of us feel connected to you. If there are times you do not feel comfortable keeping the video on, you are encouraged to use a photo or a visual icon that reflects your personality and interests.

***Please note: Even if/when you disable the video it will be important to stay engaged with the session, so you are not caught away from the computer if you are asked a question or when breakout rooms are assigned.

The online world gives us many resources and opportunities. However, there can be the potential for abuse. In keeping with the university's privacy policy, we ask you to be a good digital citizen and not take photos, video, or audio of sessions to share outside the context of the class. (In simple terms, don't be a troll!) Violating this policy will impact your grade.

Additional Zoom etiquette and expectations will be discussed in class, and more on Loyola's online policies can be found in the appendix at the end of the syllabus.

♦ Grading

Grades will be weighted as follows:

Readings and Quizzes	20%
Individual Assignments	20%
Current Topics Search	10%
Attendance/Participation	15%
Midterm Exam	15%
Final Exam or Paper	20%

Grading scale

Assignments will be graded on a point system. At the end of the semester, the cumulative points will be converted into a letter grade based on the following 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+ 67-69%; D 60-66%

> ➢ There may be opportunities for extra credit in some categories, but the total you can earn in each category is capped at 100% of the total points for that category.

The Importance of Reading and Looking Ahead

The course schedule is designed on the notion of a "flipped classroom," meaning that you need to have read the material ahead of time so you are able to discuss it. Class time will be devoted to *exploring* the topics rather than simply rehashing the reading material. For that same reason, videos will typically be assigned for the Friday *before* we are scheduled to discuss a topic in class. If you have not read or watched the material before class, it will severely constrain your ability to participate fully in our class sessions together.

Readings and quizzes (20%)

Starting in the second week of class, there will weekly online quizzes on assigned readings from the textbook and, where applicable, PowerPoint videos from the previous Friday. These quizzes will be due before class on Mondays. Your lowest quiz grade will be dropped at the end of the semester, and there will be an optional makeup quiz on the final Monday.

Individual assignments (20%)

Several small individual assignments, designed for you to engage with course topics, will be given throughout the semester. Instructions will be distributed and available on Sakai before each assignment is due.

Current topics searches and shares (10%)

One thing I love about this course is that there is *new material* all the time! Throughout the semester, you will be encouraged to find current topics and developments relevant to the course content, to enrich our collective experience and help illustrate how salient these issues are in contemporary society. Additional details on the expectations for this assignment will be shared in class.

Attendance and Participation (15%)
This course relies heavily on discussions and student contributions. Sharing your observations and experiences with digital media will enrich our understanding of the course topics. Therefore, participation is an important component of the course and will constitute 15% of the grade. Arriving for the Zoom sessions well-prepared (in particular, by doing the readings) and ready to contribute to the discussion is the best way to positively impact your participation grade. As you cannot participate if you aren't there, attendance in the Monday/Wednesday sessions is also a factor in this part of the grade. As part of demonstrating ethical communication in the classroom, it is important to be respectful of other people's opinions. During discussions, please show respect and tolerance for those whose opinions may be different, unfamiliar or challenging to you. It is possible to disagree without being disrespectful.

The participation grade will be assigned as a cumulative evaluation over the course of the semester, using the following scale:
- A: Frequent and meaningful contributions to class discussions showing insight, understanding of and engagement with the material
- B: Somewhat regular contributions to class discussions
- C: Arrived for Zoom sessions on time, listened attentively but did not contribute to discussions in oral or written forms
- D: Regularly signed on late or displayed disengagement; little or no contribution to class discussions
- F: Did not attend online sessions regularly

Adjustments may be applied to individual cases. For example, if you make meaningful contributions when you are in the Zoom session but do not attend frequently, do not expect an A for participation.

Alternative to class participation
Some people may find it difficult to speak up in front of their peers, even (or perhaps more) in online contexts. If this describes you, please speak to me about an alternative assignment. However, contributing during class time is strongly encouraged.

Other Attendance Notes
- If you have a genuine emergency, please notify me *prior* to class if possible.
- At Loyola, we respect that you may miss class due to religious observances. In these circumstances, please notify me ahead of time that you will be gone.

Deadlines: Meeting deadlines is vital. Assignments not turned in on time will receive an automatic reduction in grade, the equivalent of one letter grade for every day late. That said, life happens. If you are truly sick or have a family member or friend who is having an emergency on the day a project is due, just tell me. I may ask for proof of your illness and emergency.

Midterm Exam (15%)
The midterm exam will be online and open book, with an emphasis on applying and articulating principles learned in class in the first half of the semester. The midterm exam will be due on **Friday, Oct. 16.**

Final Exam or Research Paper (20%)
The final exam time for the class is **Friday, Dec. 11 (5:30-7:30 p.m.)**. The final may follow the format of the midterm, or it may be offered synchronously at the scheduled time. (Details TBA) Either way, you will have an option writing a research paper on a topic or issue pertinent to the course material. Instructions for the research paper alternative will be distributed later in the semester.

♦ Rules and Responsibilities

Academic Integrity
Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:
1. 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 words or ideas without clarifying that they are not yours). In an academic community, being uninformed or naïve is not an acceptable excuse.

2. It is dishonest to:
 ➢ Turn in the same work for two classes;
 ➢ Turn in a paper or other assignment you have not done yourself
Turning in work that is not your own and representing it as yours will result in failure on the assignment and possible dismissal from the class.
 You can find Loyola's policies regarding academic integrity at:
http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Managing Life Crises and Finding Support
These are extraordinary times that can sometimes feel overwhelming. Should you encounter a crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Center for Student Assistance & Advocacy (LUC.edu/csaa) to submit a CARE referral for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a virtual meeting with me. Learn more about the center here: https://www.luc.edu/csaa/forstudents/studentresources/

Special Needs
If you have a special circumstance that may impact your course work and for which you may require accommodations, please contact me early in the semester so arrangements can be made with the Student Accessibility Center (SAC) (formerly SSWD). We will accommodate your needs in the best way possible. Loyola's policy is that it is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates. Additional information about the services available at Loyola, including eligibility for services, is on the SAC website: http://www.luc.edu/sac.

♦ **Electronic Communication & Information**

Sakai: Course information and assignments will be available on Sakai, and you will submit your assignments there. Please notify me if you have any problems using the class Sakai site.

Email: I will answer email within 24 hours on weekdays but will not always access it on weekends. You may not receive a response to a late Friday email until Monday.

♦ **About your professor**

This is my 12th year at Loyola, and in 2018 I was recognized with the national Edward L. Bliss award for distinguished broadcast journalism education. I have 18 years of experience in television news, most of that as a producer. I worked at TV stations in Denver, and before that produced and anchored newscasts in Huntsville, Alabama. My newscasts earned regional Emmy awards for hard news and spot news and a Colorado Broadcasters Association best newscast award. I also have experience in reporting (both news and sports), photography and editing, and worked in radio and newspapers before starting my television career. I hold a PhD in Communication from the University of Colorado. My research interests include journalistic uses of technology; local news and the audience relationship to it; as well as corporate and consolidation influences on local news and local news outsourcing. I have a master's degree from the University of Colorado and a bachelor's degree in broadcast journalism from the University of Missouri. I am a member of the Chicago regional board of directors for the National Television Academy.

Digital Communication and Society   **Fall 2020 Schedule***

➢ *Readings should be completed <u>before</u> the scheduled class day.*
➢ *Short online quizzes will be due before class on Mondays.*
➢ *Additional readings and assignment due dates may be added throughout the semester.*

Week 1
Mon Aug. 24   General introduction and expectations
➢ Before Wednesday, read a Huffington Post article on differences between old and new media (found at http://bit.ly/newoldmedia)

Wed Aug. 26   Overview of some contemporary issues in digital communication: Social Media and Politics, the TikTok controversy, "Deep Fakes," etc.

Fri Aug. 28   Watch short "Information r/evolution" video, https://bit.ly/2QcOX7l
Short reflection on changes since the video (assignment details in Sakai)
Watch PowerPoint video for next week

Week 2
Mon Aug. 31   Key Concepts for a Digital World
➢ Before class, read Lindgren Ch. 1 Digital Society; take online quiz.

Wed Sept. 2   Key Concepts continued

Fri Sept. 4   Watch Eli Pariser video, related articles on Filter Bubbles (links in Sakai)

Week 3
Mon Sept. 7   Cyber Debates: Cyberoptimism or Cyberpessimism?
➢ Before class, read Lindgren Ch. 3 Cyber Debates; take online quiz on reading

Wed Sept. 9   Cyber Debates continued

Fri Sept. 11   Watch Movie: "Terms and Conditions May Apply"; write short reflection

Week 4
Mon Sept. 14   Software, Algorithms and Data, Oh My!
➢ Before class, read Lindgren Ch. 12 Software, Algorithms and Data; online quiz

Wed Sept. 16   Algorithms continues
➢ Before class, read Ananny article on algorithms (linked in Sakai)

Fri Sept. 18   Watch Movie: "The Circle" or other option; write short reflection

Week 5
Mon Sept. 21   The Social Media World
➢ Before class, read Lindgren Ch. 2 Social Media; take online quiz

Wed Sept. 23   Social Media continued
  ➢ Before class, read Bakshy re: news and opinion on Facebook; Choudry on exploring emotional states in social media

Fri Sept. 25   Start media fast or media diary assignment (details in Sakai)

Week 6
Mon Sept. 28   Interacting in an Online World
  ➢ Before class, read Lindgren Ch. 4 Interaction and Identity; take online quiz

Wed Sept. 30   Interaction and Identity continues

Fri Oct. 2   Watch TedTalk video: "Connected but Alone" (linked on Sakai)
  ➢ *Due:* Media fast/media diary assignment

Week 7
Mon Oct. 5   Mobile Culture: Implications for Society and Relationships
  ➢ Before class, read Lindgren Ch. 11 Mobile Culture; take online quiz

Wed Oct. 7   Mobile Culture continued; midterm prep

Fri Oct. 9   Work on midterm exam (due by next Friday)

Week 8
Mon Oct. 12   Communities and Networks: Friends online or In-person?
  ➢ Before class, read Lindgren Ch. 5 Communities and Networks; take online quiz

Wed Oct. 14   Communities and Networks continued

Fri Oct. 16   Midterm exam due

Week 9
Mon Oct. 19   Digital Citizenship: Cybersalons and a new public sphere?
  ➢ Before class, read Lindgren Ch. 8 Digital Citizenship; take online quiz

Wed Oct. 21   Journalism in the digital age; combatting misinformation
  ➢ Before class, read Pizzagate and CJR articles, watch PPt video

Fri Oct. 23   Read articles, take quizzes on spotting fake news (linked in Sakai)

Week 10
Mon Oct. 26   Making a difference in the online world
  ➢ Before class, read Lindgren Ch. 10 Digital Activism; take online quiz

Wed Oct. 28   Digital Activism continued
  ➢ Before class, read Lovejoy article on how nonprofits use social media

Fri Oct. 30   Catch up or take the day off!

Week 11
Mon Nov. 2   Gender, Race, Identity and Power in Digital Society
➢ Before class, read Lindgren Ch. 9 Digital Power and Exploitation; take online quiz

Tues Nov. 3   **VOTE if you haven't already!**

Wed Nov. 4   Internet Policies and Legal Issues
➢ Before class, read linked articles; watch PowerPoint video

Fri Nov. 6   Watch episode of "Black Mirror"

Week 12
Mon Nov. 9   From Hate and Trolling to Cat Videos: Social Dynamics Online
➢ Before class, read Lindgren Ch. 7 Feeling Digital; take online quiz

Wed Nov. 11   Feeling Digital continues
➢ Before class, read Utz article "Snapchat elicits more jealousy than Facebook" and other articles

Fri Nov. 13   Watch another episode of "Black Mirror" or other video option

Week 13
Mon Nov. 16   Selfies, Social Interaction, and Visual Culture
➢ Before class, read Lindgren Ch. 6 Digital Visuality and Visibility; take online quiz

Wed Nov. 18   Digital Visuality and Visibility continued
➢ Before class, read Baym article(s) on selfies

Fri Nov. 20   Catch up or take the day off!

Week of Nov. 23 THANKSGIVING BREAK, NO CLASS

Week 14
Mon Nov. 30   Wrapping up, winding down, looking ahead
➢ Before class, read Lindgren Ch. 17 Theory of Digital Media and Social Change; optional makeup quiz

Wed Dec. 2   Final exam review, research paper tips

Fri Dec. 4   Study for final exam or work on research paper

Fri Dec. 11 Final Exam or Research Paper due by 5:30 p.m.

* We will try to stick to this schedule, but there may be changes if circumstances dictate or special opportunities arise.

Appendix: Loyola Online Course Policies and Information

Loyola Policy on Recording of Class Sessions
      In this class software will be used to record live class discussions. As a student in this class, your participation in live discussions will be recorded. These recordings will be made available <u>only</u> to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. As mentioned above, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. ***Please share any concerns you may have about being recorded privately with me prior to the first recording (e.g., the first synchronous class session).
All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e., shortly after the course ends, per the [Sakai administrative schedule](#)).

Please note: To limit the circulation of recordings of synchronous sessions beyond the classroom, and their possible use for "commercial purposes" as described in the Illinois Publicity Act, your ability to download these video recordings will be restricted. All systems currently used by Loyola for recording (Panopto, VoiceThread, and Zoom) are set to prevent students from downloading videos. This will not impact your ability to view the recordings using an internet connection.

Use of all video recordings will be in keeping with the University **Privacy Statement:** Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so <u>only</u> with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

A reminder:
As noted in the Zoom Etiquette section on p. 2, in keeping with the university's privacy policy we ask you to be a good digital citizen and not take photos, video, or audio of sessions to share outside the context of the class. (I.e., don't be a troll!) Violating this policy will impact your grade. Please let me know if you have any questions about this policy.