Course Description:
This course examines how new media technologies impact society and change communication practices. Particular emphasis placed on different modes of cultural expression and social interaction made possible through digital media and the Internet.

Course Detail:
This course explores contemporary uses of new and emerging digital media platforms, especially as they facilitate digital culture and as they continue to disseminate more widely as channels of communication. Students will explore specific themes such as identity, community, and virality through the lenses of various culture theories. Readings, discussions, writing, and a new media research project will help students gain a greater understanding of networked digital media, its culture, and the relationships that exist between machines and humans, as well as those between society and technology.

Student Learning Outcomes:
Upon successful completion of this course, students should be able to:
» Critically evaluate many of the current scholarly topics and debates that occur within new media and digital media studies.
» Articulate the current and potential future implications of digital media on culture, as well as the way in which pre-existing cultural conventions also impacts the advancement of Internet technology.
» Utilize cultural theories to analyze, describe, and further develop interpretive and evaluative arguments about the culture of digital media.
» Conduct a digital media research project to gain insight into how digital media platforms shape communication

Required Materials:
» All course readings, lectures recordings, podcasts, and videos will be provided via links on Blackboard
Course Policies:
» Attendance is required – both physically and mentally. Unexcused absences will have a direct effect on your final grade for this course, with each one equaling a twenty-five-point deduction (out of a possible total of 1000 points). Attendance will be taken starting exactly at 9:00am. Arrivals after that time will be considered late. Late arrivals and departures prior to the finish of the class period will count as half-absences, meaning that two of either type will be counted as a full absence.
» You are allowed two fully excused absences throughout the semester. These are to be employed at your discretion, but they should be used to cover illness, religious holiday observances, or most any other events or circumstances that cause you to miss class. Only extreme hardship with back-up documentation (e.g., a doctor’s note) will allow for consideration of any additional absences being excused. Classes missed due to university-approved activities (athletic teams, student government, etc.) will also be considered excused. For those absences, please make me aware, and, in addition, I will need official TAMUCC documentation. If appropriate, you may arrange to make up work missed due to excused absences, but it will be your responsibility to get any information from a missed class lecture from one of your classmates.
» All absences not fitting into the excused categories described immediately above, will be considered unexcused. Any work missed due to an unexcused absence cannot be made up.
» Late work will be penalized by points equaling one letter grade for each day it is late. Work submitted more than three days past its original due date will not be accepted.
» Please remember to check your email regularly during the week and monitor the course Blackboard site for any course updates.
» If you would like to discuss any course readings, lectures, or assignments outside of class, you should feel free to contact me via Blackboard messages, my office phone, or by arranging to visit me during my office hours. If you need to schedule a time to meet outside of office hours, please let me know.
» All writing for this course must be composed using a standard, 12-point font size, and with standard 1” margins.

Academic Integrity:
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result, at the very least, in receiving no credit for the assignment or test in question. Any repeat offenses will result in failure of the course.
» For the purposes of citation, please follow American Psychological Association (APA) Style Guide. For reference, see: http://owl.english.purdue.edu/owl/resource/560/01/
Dropping a Class:
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the class be the best course of action, you must initiate the process to drop by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 7, 2017, is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior:
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. **This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.**

Academic Advising:
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Grade Distribution:
» Unit Discussion Forums (100 points - 10% of final grade): We will use the course Blackboard discussion board to conduct conversations regarding content we are covering in five of our units. You will be asked to respond to specific questions or to post specific sorts of material with commentary. Initial posts for each unit’s forum should run 150-300 words, though grading emphasis will be placed on quality of posts (as defined by their corresponding rubrics). These will be worth up to 10 points each. Your activity responding to other classmates’ posts (and discussions based on your own) throughout the semester will also be assigned a point value of up to 50 points. These more formal discussions posts will be due on the dates listed in the Assignments Schedule below.
» Online Activity (50 points - 5% of final grade): We will maintain a somewhat informal discussion forum (titled “Class Wall”) in which we can share our observations about digital media in our own lives. This grade will be based on your frequency of activity in this forum (with the expectation that you will contribute on a weekly basis), and your general ability to contextualize concepts from readings and class discussions (making posts relevant to the broader concepts being studied).
» Blog Posts (150 points - 15% of final grade): At three points throughout the semester you will be asked to post blog entries related to course topics. These will take a variety of shapes. The due dates are noted in the Assignments Schedule section below.
» Midterm Exam (150 points - 15% of final grade): A take-home midterm exam covering topics from the first half of the semester will be distributed and collected via Blackboard on the dates listed below in the schedule of assignments.
» Final Exam (200 points - 20% of final grade): A take-home final exam covering topics discussed over the entire semester will be distributed and collected via Blackboard on the dates listed below in the schedule of assignments.
» Final Project (350 points total - 35% of final grade): As a member of a small, randomly generated group, you will design a project to study some form of communication and community facilitated by new media. This will serve as your culminating work for the class. The general expectations for the components of this project will be discussed prior to their due dates.
  » Final Project Proposal (50 points - 5% of final grade): Due via Blackboard on February 24.
  » Final Project Outline and Annotated Bibliography (100 points - 10% of final grade): Due via Blackboard on March 31.
  » Final Project Exhibition (200 points - 20% of final grade): An online exhibition of your final project will be published by May 2.

Grade Scale:
A  900-1000 points
B  800-899 points
C  700-799 points
D  600-699 points
F  Less than 600 points
Grade Appeal Process:
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
Course Schedules:

Schedule of Assignments: Assignments are due by the end of the day (11:59pm) on the dates under which they are listed, unless otherwise noted. The schedule is subject to change at the discretion of the professor. I will make you aware of any such changes by course announcements before the due dates. **It is highly recommended that you print this page out to post somewhere as a reminder for yourself.**

**Friday, January 20**
- Unit 1 Discussion Forum Post due (peer responses due by Sunday, January 24)

**Friday, February 3**
- Unit 2 Discussion Forum Post due (peer responses due by Sunday, February 7)

**Friday, February 10**
- Blog Post 1 must be published

**Friday, February 17**
- Unit 3 Discussion Forum Post due (peer responses due by Sunday, February 21)

**Friday, February 24**
- Final Project Proposals due

**Friday, March 3**
- Blog Post 2 must be published

**Tuesday, March 7**
- Midterm Exam made available at midnight (12:00am)

**Wednesday, March 8**
- Completed Midterm Exam must be submitted by end of day (11:59pm)

**Friday, March 24**
- Unit 5 Discussion Forum Post due (peer responses due by Sunday, March 27)

**Friday, March 31**
- Final Project Outline and Annotated Bibliography due

**Friday, April 7**
- Blog Post 3 must be published

**Friday, April 21**
- Unit 7 Discussion Forum Post due (peer responses due by Sunday, April 24)

**Tuesday, May 2**
- Completed Final Project must be published online by 11:59pm

**Tuesday, May 9**
- Take-Home Final Exam made available at midnight (12:00am)

**Wednesday, May 10**
- Completed Take-Home Final Exam must be submitted by end of day (11:59pm)
Readings, Lectures, Podcasts, and Videos: Listed readings, lecture recordings, podcasts, and videos are to be completed (i.e. read, listened to, watched, etc.) prior to class meeting times on the dates under which they are listed. They will be provided through hyperlinks on the course Blackboard page in the appropriate “Units” sections. Throughout the semester, other contemporary newspaper or magazine articles on our weeks’ topics may be assigned as supplemental readings. The overall schedule is subject to change at the discretion of the professor. I will make you aware of any such changes by course announcements before the due dates.

You will also find “Supplemental Materials” in many unit folders on Blackboard. These are not required but may be referenced in lecture and some of you may find them helpful for further exploring topics of interest.

Unit 1 (Jan 18-25) – Introduction to New Media and Culture

Wednesday, January 18
- Syllabus will be discussed in class (be sure to read thoroughly after class)

Monday, January 23
- “Crap detection 101” – Howard Rheingold
- “Is Google making us stupid?” – Nicholas Carr
- “When it comes to politics, the internet is closing our minds” – Intelligence-Squared Debates

Wednesday, January 25
- “Synchronicity matters: Defining the characteristics of digital generations” - Sakari Taipale
- “Bored ... and brilliant? A challenge to disconnect from your phone” – NPR Staff
- “A teenager's view on social media” – Andrew Watts

Unit 2 (Jan 25-Feb 8) – Studying Online Communication and Community

Monday, January 30
- "Introduction" and “Daily life in cyberspace” (introduction and chapter 1 from The Virtual Community) – Howard Rheingold

Wednesday, February 1
- “A rape in cyberspace” – Jullian Dibbell

Monday, February 6
- “Digital ethnography: An examination of the use of new technologies for social research” – Dhiraj Murthy
- “Ethnography of trolling: Workarounds, discipline-jumping & ethical pitfalls (1 of 3)” – Whitney Phillips

Wednesday, February 8
- “Virtual communities and translation into physical reality in the 'It Gets Better' project” – Amber Muller
- “Here's where Tinder bros crowdsourse their ridiculous pick-up lines” – Meredith Haggerty
Unit 3 (Feb 9-22) – Digital Tools (Platforms and Network Distribution)

Monday, February 13
- “The double logic of remediation” and “Immediacy, hypermediacy, and remediation” (introduction and chapter 1 from Remediation) – Jay David Bolter & Richard Grusin
- “Technologies, texts and affordances” – Ian Hutchby

Wednesday, February 15
- “Games telling stories?” – Jesper Juul
- The Cathedral – P. J. Vogt and Alex Goldman (Ep. 50 of Reply All)

Monday, February 20
- “The long tail” – Chris Anderson
- “Digital dreams in a material world: The rise of Netflix and its impact on changing distribution and exhibition patterns” – Kevin P. McDonald

Wednesday, February 22
- "I never owned any music to begin with" – Emily White
- “Letter to Emily White at NPR All Songs Considered” – David Lowery
- “Hey dude from Cracker, I'm sorry, I stole music like these damned kids when I was a kid” – Travis Morrison
- “Making money the 100-songs-a-day way” podcast – Alex Goldman and PJ Vogt
- “HBO and Netflix – Getting back to the future” – Thomas Schatz

Unit 4 (Feb 23-March 1) – Social Media: Individual Identity

Monday, February 27
- “Socially mediated publicness: An introduction” – Nancy Baym and danah boyd
- “The presentation of self in the age of social media: Distinguishing performances and exhibitions online” – Bernie Hogan
- “Knock, knock. Who's there? The imagined audience” – Eden Litt

Wednesday, March 1
- “Revisiting the concept of “sharing” for digital spaces: An analysis of reader comments to online news” – Kelly Quinn and Renee Powers
- “Our privacy delusions” podcast – Sarah Abdurrahman
- “Why you should let Google spy on you (sometimes)” – P. J. Vogt

Midterm Exam (March 7-8)

Spring Break (March 13-17)
Unit 5 (March 18-29) – Social Media: Collective Action

Monday, March 20
- “Flash mob dance and the territorialisation of urban movement” – Georgiana Gore
- “#Ferguson is everywhere: Initiators in emerging counterpublic networks” – Sarah J. Jackson and Brooke Foucault Welles
- “Digital media and revolutions” – David Faris
- “Affective publics and structures of storytelling: Sentiment, events and mediality” – Zizi Papacharissi
- “My Stolen Face” podcast – Brooke Gladstone (On the Media segment)

Wednesday, March 22
No Class meeting. Time should be used to meet and discuss progress on group projects.

Monday, March 27
- “The house that Fox built: Anonymous, spectacle, and cycles of amplification” – Whitney Phillips
- “Feminist critics of video games facing threats in 'GamerGate' campaign” - Nick Wingfield
- “Gamers vs. tropes vs. women in video games” video essay - Carly Kocurek
- “INTERVIEW: Who is Alison Prime?: Gamer posts family plight, fake Internet persona ousted” - Jen

Wednesday, March 29
- “Hack attack” – Bill Saporito
- “ISIS displaying a deft command of varied media” – Scott Shane & Ben Hubbard
- “Building ties to counter religious extremism in LA” – NPR broadcast

Unit 6 (March 30-April 5) – Social Media and Participatory Culture

Monday, April 3
- “The future is user-led: The path towards widespread produsage” – Axel Bruns
- “Moving the crowd at Threadless” – Daren C. Brabham
- Lawrence Lessig: Re-examining the remix

Wednesday, April 5
- “Recombinant comedy, transmedial mobility, and viral video” – David Gurney
- “If it doesn’t spread, it’s dead (parts 1 and 2)” – Henry Jenkins

Project Check-ins (April 6-12)
No readings scheduled. Groups are expected to finalize projects and check in with Dr. Gurney in face-to-face meetings.
Unit 7 (April 13-26) – Social Media for Business, Branding, and Marketing

Monday, April 17
- “Conceptualizing the brand in social media community: The five sources model” - Robert Davis, Inna Piven, & Michael Breazeale
- “The top 40 music industry social media influencers of 2015” – Nathan Gregory

Wednesday, April 19
- “Brand marketing on Vine: How to sell yourself in six seconds” – Jon Mowat
- “Take caution when connecting: 8 risks you are taking with social media marketing” – Rusty Cawley
- “Forever young: How smosh plans to build a YouTube fame that’ll last” – Anne Helen Petersen
- “Bill Cosby learns that soliciting memes about himself is not a thing he should do” – Soraya Nadia McDonald

Monday, April 24
- “Keeping it real on the web: Authenticity, celebrity, branding” – Theresa Senft
- “I won’t hire people who use poor grammar” – Kyle Wiens
- “How your social media profile could make or break your next job opportunity” – Lisa Quast

Wednesday, April 26
- “Get rich or die vlogging: The sad economics of internet fame” – Gaby Dunn
- “How social media is making job hunting better--For candidates and companies” – Ryan Holmes
- “Should employers reward more employees for their social media profiles and personal brands?” – Jonathan A. J. Wilson

Finalizing Projects (April 27-May 1)

Project Submissions and Exhibitions (May 2)

Final Exam (May 9-10) – Final Exam
References:

Unit 1 References


Unit 2 References


Unit 3 References


**Unit 4 References**


Unit 5 References


Unit 6 References


Unit 7 References


