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 cultural 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 and facilitate (or complicate) community.

Required Materials:
» All course readings, lectures recordings, podcasts, and videos will be provided via links on Blackboard

Course Policies:
» Late work will be penalized by points equaling one letter grade (10% of the total possible points for the assignment) for each day it is late. Work submitted more than three days past its original due date will not be accepted. The only exception is Exam 2, which will not be accepted after its due date.
» 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.
» Any writing submitted as a word processing file (.doc or .docx, most likely) 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. June 17, 2016, 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 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.
Grade Distribution:
» Unit Discussion Forum Posts (100 points - 10% of final grade): We will use the course Blackboard Discussion Forum to conduct conversations regarding content we are covering in the 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 20 points each.
» Unit Discussion Forum Activity (50 points - 5% of final grade): 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 (10 points possible in each unit).
» Exam 1 (200 points - 20% of final grade): A “take-home” exam covering topics from Units 1 and 2 will be made available via Blackboard at midnight on June 9 and due 48-hours later via Blackboard by the end of the day on June 10.
» Exam 2 (300 points - 30% of final grade): A “take-home” exam covering topics discussed over the entire semester, but focusing on those covered in Units 3, 4, and 5, will be distributed on June 30 and must be submitted 48-hours later via Blackboard by the end of the day on July 1.
» Final Project (350 points total - 35% of final grade): You will design a project to study some form of communication and/or community facilitated by new media. This will serve as your culminating work for the class. The general expectations for the components of this project are posted in the Final Project area of Blackboard.
  » Final Project Proposal (50 points - 5% of final grade): Due via Blackboard on June 3.
  » Final Project Outline and Annotated Bibliography (100 points - 10% of final grade): Due via Blackboard on June 17.
  » Final Project Exhibition (200 points - 20% of final grade): Information from your final project will be published online by June 27.

Grade Scale:
A  900-1000 points
B  800-899 points
C  700-799 points
D  600-699 points
F  Less than 600 points
Course Schedules:

**Schedule of Assignments:** Assignments are due by the end of the day (11:59pm) on the dates under which they are listed. 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.*

**Wednesday, May 31**  
- Unit 1 Discussion Forum Post due

**Friday, June 2**  
- Final Project Proposal due

**Wednesday, June 7**  
- Unit 2 Discussion Forum Post due

**Thursday, June 8**  
- Exam 1 made available at beginning of the day (12am)

**Friday, June 9**  
- Completed Exam 1 must be submitted by end of the day (11:59pm)

**Wednesday, June 14**  
- Unit 3 Discussion Forum Post due

**Friday, June 16**  
- Final Project Outline and Annotated Bibliography due

**Wednesday, June 21**  
- Unit 4 Discussion Forum Post due

**Monday, June 26**  
- Completed Final Project must be exhibited online

**Wednesday, June 28**  
- Unit 5 Discussion Forum Post due

**Thursday, June 29**  
- Exam 2 made available at beginning of the day (12am)

**Friday, June 30**  
- Exam 2 must be submitted by end of the day (11:59pm)
Readings, Lectures, Podcasts, and Videos: Listed readings, lecture recordings, podcasts, and videos are to be completed (read, listened to, watched, etc.) prior to noon on the dates under which they are listed. Ideally, you will complete them in the sequence in which they are listed. Access to them 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 (May 30-June 2) – Digital Media Culture and Community

Wednesday, May 31
- Syllabus
- "What is a medium?" lecture recording
- “Algorithms, clickworkers, and the befuddled fury around Facebook Trends” – Tarleton Gillespie
- “Is Google making us stupid?” – Nicholas Carr
- “When it comes to politics, the internet is closing our minds” – Intelligence-Squared Debates

Friday, June 2
- “Introduction” and “Daily life in cyberspace” (introduction and chapter 1 from The Virtual Community) – Howard Rheingold
- “A rape in cyberspace” – Jullian Dibbell
- “Virtual communities and translation into physical reality in the 'It Gets Better’ project” – Amber Muller
- “Notes on virtual community” lecture recording

Unit 2 (June 3-9) – Digital Tools (Platforms and Network Distribution)

Monday, June 5
- “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
- “Games telling stories?” – Jesper Juul
- "Digital platforms" lecture recording
Wednesday, June 7
- “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
- "I never owned any music to begin with" – Emilly White
- “Letter to Emilly 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
- “Digital distribution” lecture recording

Exam 1 (June 8-9)

Unit 3 (June 10-16) – Social Media, Individual Identity, and Collective Action

Wednesday, June 14
- “Socially mediated publicness: An introduction” – Nancy Baym and danah boyd
- “Our privacy delusions” podcast – Sarah Abdurrahman
- “Why you should let Google spy on you (sometimes)” – P. J. Vogt
- “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
- “Online presence of self” lecture recording

Friday, June 16
- “Flash mob dance and the territorialisation of urban movement” – Georgiana Gore
- “Debate over social media incitement as flash mobs strike” – J. David Goodman
- “Digital media and revolutions” – David Faris
- “My Stolen Face” podcast – Brooke Gladstone (On the Media segment)
- “Collective action” lecture recording

Unit 4 (June 17-23) – Social Media and Participatory Culture

Wednesday, June 21
- “The future is user-led: The path towards widespread produsage” – Axel Bruns
- “Moving the crowd at Threadless” – Daren C. Brabham
- “Introduction” and “Part 1: Cultures” in Remix: Making Art and Commerce Thrive in the Hybrid Economy – Lawrence Lessig
- Lawrence Lessig: Re-examining the remix
- “Participation and agency online” lecture recording
Friday, June 23
- “Recombinant comedy, transmedial mobility, and viral video” – David Gurney
- “If it doesn’t spread, it’s dead (parts 1, 2, 5, 6, and 7)” – Henry Jenkins
- “Media life” – Mark Deuze
- “The world of memes” lecture recording

Unit 5 (June 24-28) – Social Media, Marketing, and Branding

Final Project Submissions and Exhibitions (June 26)

Wednesday, June 28
- “Conceptualizing the brand in social media community: The five sources model”
  – Robert Davis, Inna Piven, & Michael Breazeale
- “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
- “Dorie Clark, author and personal branding expert” podcast
- “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
- “How social media is making job hunting better--For candidates and companies” – Ryan Holmes
- “Brands in social media” lecture recording

Exam 2 (June 29-30)
References:

Unit 1 References

Unit 2 References
Morrison, T. (2012, June 19). Hey dude from Cracker, I’m sorry, I stole music like these damned kids when I was a kid. The Huffington Post. Retrieved from

Unit 3 References

Unit 4 References

Unit 5 References
Cawley, R. (2011). Take caution when connecting: 8 risks you are taking with social media marketing. Public Relations Tactics, 18(6), 16–16.