Course Description
This course examines how new media technologies impact society and change communication practices.

Student Learning Objectives
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 impact 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 or Recommended Readings
Additional reading materials will be posted on Blackboard or through email.

6th edition of APA style guide:
https://owl.english.purdue.edu/owl/section/2/10/

Course Assignments and Grade Distribution
Writings for this class should adhere to the 6th edition of APA style guide.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (2 pts x 25)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Classroom Discussion Leader (50 pts x 2)</td>
<td>100 pts</td>
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<tr>
<td>Online Discussion (10 pts x 25)</td>
<td>250 pts</td>
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<tr>
<td>Mid-term Exam</td>
<td>100 pts</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
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<tr>
<td>Final Project</td>
<td>150 pts</td>
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<tr>
<td>Total</td>
<td>750 pts</td>
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</tbody>
</table>

Grade Distribution
A = 676 – 750 pts
B = 600 – 675 pts
C = 525 – 599 pts
Classroom Discussion Leader (group)

Each group will lead and present two discussions throughout the semester in front of the whole class. For each discussion, each group is responsible for conducting a mini-case study that is related to the topic of the session and analyze the case for the class. The case of choice can reflect or challenge the session topics or raises new questions that are relevant to the media and communication industry. The case study can also be a unique new media platform and its impact on communication. Each group should also communicate with the instructor about their choice of the case to study at least a week before the class session. If you lead the discussion for a particular session, you do NOT need to post your online discussion for that session.

Each discussion presentation should be around 30 minutes. Members should participate and present equally.

Online Discussion (individual)

After digesting the assigned readings, each student should post their reflections on the readings and the topic on Blackboard discussion forum. The discussion should be your analysis of the readings, NOT summarization of the readings. You can discuss similar phenomena, cases, or challenge the readings. You can also bring your own experience into online discussions. At the end of your discussion post, you should include two items – a relevant question that can be used for class discussion and a short description of something you do not understand in the readings.

Each student should also respond to at least one other student’s post. Your response could add to the other student’s discussion, respond to their questions, or raise new questions and challenge their thoughts.

Final Project

Each group will finish a final project. The project should take a deep dive and analyze a specific new media platform/tool and its impact in a communication/strategic communication field through critically analyzing existing, peer-reviewed articles and industry trends, white papers and reports. For example, dating apps’ influence on intimate relationships, or how playing first-person shooter game influences moral decision-making. Each group should read related articles closely, synthesize and discuss the findings, and identify characteristics, patterns and trends that might be related to the new media platform/tool.

Classroom and Learning Expectations

In this class, students are expected to:

- attend the class on time and stay for the entire class
- actively listen, think, and reflect on class materials, ideas and thoughts shared in the classroom
- participate in class discussions and in-class exercises
- respect others and foster a safe learning environment
- limit cell phone use for emergencies only
- use laptops to take notes only, not to browse the Internet, check on social media, shop or email

Course Policies and Procedures

Attendance
Attending the class is mandatory. Unexcused absence will result in a 2-point deduction of attendance. Only situations that are genuinely unavoidable will be considered excused. Situations that are not considered unavoidable include, but are not limited to, weddings, friends and/or family members’ birthdays, leaving early for vacations, etc. Foreseeable absences (i.e. religious holiday, excused university activity) are only considered excused if the student informs the instructor in advance. Unforeseeable absences (i.e. extreme illness, family emergency) should be explained as soon as the student returns to the classroom. Students are responsible for informing the instructor about their excused absences and providing related proof.

In-class assignments missed during excused absences should be made up within one week after the deadline. Work missed during unexcused absences may not be made up. Students are responsible for obtaining the information covered in class.

**Late Work and Missing Assignments**

Assignments’ due dates are listed in the course schedule unless otherwise notified by the instructor. If you fail to submit your assignment on time, the assignment is considered late. Normally, students may have up to one week to make up the assignment; each calendar day the assignment is late will result in 10% deduction of the grade of that particular assignment. Beyond one week, the assignment is considered missing and may not be made up. Students should discuss with the instructor if he/she genuinely needs more than one week to make up the late work due to unavoidable reasons. Late work or missing assignments due to unexcused absences may not be accepted.

**Exams**

There will be two take-home exams. Students should be present to finish the exams. Travel plans must be made with the exam schedules in mind. If students fail to show up for exams due to unexcused reasons, no make up exams may be administered. Students should inform the instructor about their excused absences and make arrangements for make up exams prior to the exam dates.

**Academic Integrity/Plagiarism**

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 in reduction of one’s grade and/or failure in the course.

**Academic Honesty/Plagiarism**

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help.
Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**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.

**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 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.

**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.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course 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.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s
office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

### Tentative Class Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/15</td>
<td>Unit 1: Introduction to New Media</td>
<td>Class introduction and syllabus discussion</td>
</tr>
<tr>
<td>01/17</td>
<td>Introduction to new media</td>
<td>How to read research papers</td>
</tr>
<tr>
<td>01/22</td>
<td>New Media Usage I</td>
<td></td>
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<tr>
<td>01/24</td>
<td>New Media Usage II</td>
<td></td>
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<tr>
<td>01/29</td>
<td>Unit 2: New Media, Individuals and Relationships I</td>
<td>New Media, Individuals and Relationships I</td>
</tr>
<tr>
<td>01/31</td>
<td>New Media, Individuals and Relationships II</td>
<td></td>
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<tr>
<td>02/05</td>
<td>New Media, Individuals and Relationships III</td>
<td></td>
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<tr>
<td>02/07</td>
<td>New Media, Individuals and Relationships IV</td>
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<tr>
<td>02/12</td>
<td>New Media, Individuals and Relationships V</td>
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<tr>
<td>02/14</td>
<td>Unit 3: New Media, Behavioral Change and Social Change I</td>
<td>New Media, Behavioral Change and Social Change I</td>
</tr>
<tr>
<td>02/19</td>
<td>New Media, Behavioral Change and Social Change II</td>
<td></td>
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<tr>
<td>02/21</td>
<td>New Media, Behavioral Change and Social Change III</td>
<td></td>
</tr>
<tr>
<td>02/26</td>
<td>New Media, Behavioral Change and Social Change IV</td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td>Unit 4: New Media Formats I</td>
<td>New Media Formats I</td>
</tr>
<tr>
<td>03/05</td>
<td>New Media Formats II</td>
<td></td>
</tr>
<tr>
<td>03/07</td>
<td>Take Home Mid-term Exam/IPRRC conference</td>
<td></td>
</tr>
<tr>
<td>03/12</td>
<td>Spring Break No Class</td>
<td></td>
</tr>
<tr>
<td>03/14</td>
<td>Spring Break No Class</td>
<td></td>
</tr>
<tr>
<td>03/19</td>
<td>New Media Formats III</td>
<td></td>
</tr>
<tr>
<td>03/21</td>
<td>Project Discussion (meeting with the instructor)</td>
<td>Mandatory meeting</td>
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<tr>
<td>03/26</td>
<td>Unit 5: New Media and Strategic Communication I</td>
<td>New Media and Strategic Communication I</td>
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<tr>
<td>03/28</td>
<td>New Media and Strategic Communication II</td>
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<tr>
<td>04/02</td>
<td>New Media and Strategic Communication III</td>
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<tr>
<td>04/04</td>
<td>New Media and Strategic Communication IV</td>
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<tr>
<td>04/09</td>
<td>Unit 6: New Media and Traditional Practices I</td>
<td>New Media and Traditional Practices I</td>
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<td>04/11</td>
<td>New Media and Traditional Practices II</td>
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<td>04/16</td>
<td>New Media and Traditional Practices III</td>
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<tr>
<td>04/18</td>
<td>Unit 7: Emerging Issues I</td>
<td>Emerging Issues I</td>
</tr>
<tr>
<td>04/23</td>
<td>Emerging Issues II</td>
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<tr>
<td>04/25</td>
<td>Project Discussion (meeting with the instructor)</td>
<td>Mandatory meeting</td>
</tr>
<tr>
<td>04/29</td>
<td>Project Discussion</td>
<td></td>
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<tr>
<td>05/02</td>
<td>Reading Day no class</td>
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<tr>
<td>05/03</td>
<td>Take Home Final Exam</td>
<td></td>
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</table>
Tentative Reading list (subject to change):

01/17 Intro to new media
TBA

01/22 New media usage I

01/24 New Media usage II

01/29 New Media, Individuals and Relationships I

01/31 New Media, Individuals and Relationships II

02/05 New Media, Individuals and Relationships III

02/07 New Media, Individuals and Relationships IV

02/12 New Media, Individuals and Relationships V
Harris, A. (2013). Who coined the term “catfish”? *Slate*.

02/14 New Media, Behavioral Change and Social Change I

02/19 New Media, Behavioral Change and Social Change II


02/21 New Media, Behavioral Change and Social Change III


02/26 New Media, Behavioral Change and Social Change IV


02/28 New Media Formats I


03/05 New Media Formats II


03/07 mid-term exam

03/19 New Media Formats III


03/26 New Media and Strategic Communication I


03/28 New Media and Strategic Communication II

**04/02 New Media and Strategic Communication III**


**04/04 New Media and Strategic Communication IV**


**04/09 New Media and Traditional Practices I**

Guest speaker TBA

**04/11 New Media and Traditional Practices II**


**04/16 New Media and Traditional Practices III**


**04/18 Emerging Issues I**


**04/23 Emerging Issues II**