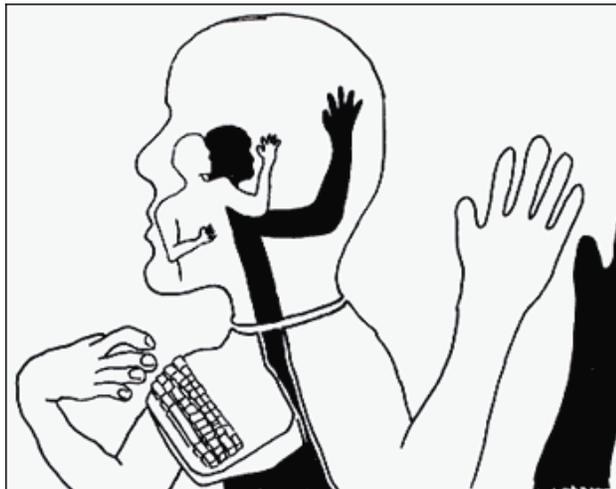


## COM 175: New Media and Communication | Spring, 2015

**Time:** T,Th, 1:00 – 2:15pm  
**Classroom:** Maguire Hall 324  
**Instructor:** Roy Christopher  
**Office:** Lewis Towers, Suite 900  
**Office Hours:** T, Th, 2:30-4:00pm  
**Email:** royc@roychristopher.com  
**Website:**  
<http://roychristopher.com>



### **Course Description:**

This course gives a general and theoretical overview of communication. By approaching communication through a critical and historical lens, you will form an intellectual foundation for further study and communication practice. We will focus on modern (and changing) forms of communication, and how communication affects our lives and choices.

### **Student Learning Outcomes:**

The purpose of this course is to teach modern media literacy to students who plan careers in communication-related fields. We will relate communication theory to modern communication forms, and we will focus on developing critical analysis skills to understand how modern communication methods work, affect our lives and our choices.

In addition, we will investigate the ways in which communication technologies challenge our inherited ideas about what it means to think, act, and relate to others. We will draw on examples from all eras of communication history to explore how new technologies are introduced, the consequences of adopting new technologies, the biases built into new technologies, the deterministic nature of technology, the social construction of technology, and our relationship with ourselves through technology.

Students will leave this course having learned and applied several critical analytical perspectives, questioned society's relationship with technology, and gained an understanding of how to be savvy consumers and producers of media.

By the end of this semester, you will be able to:

- (1) Describe and analyze the ways we tell stories about communication technology;
- (2) Explain and critique how we are shaping and are shaped by communication technology;
- (3) Discuss how these communication technologies are impacting our identities, our communities and our environment;
- (4) Reflect on the role technology plays in your own sense of identity and community;

(5) Create artifacts that demonstrate your role as a responsible, and ethical producer and consumer of media.

Some of the technical skills you will need to complete assignments in this course will be covered during class time. No technical expertise is assumed and no prerequisites are required. You are expected to ask questions and seek out information needed to fulfill the course requirements on your own. Learning to seek out technical skills to solve new media problems is a key element in this class (and a valuable skills outside the classroom).

**If you have questions or concerns, please see me before there is a problem!!**

**Attendance/Lateness:**

Attendance counts. Missed work cannot be made up or excused except in the case of severe illness, death in the family, or religious holiday - these absences must be documented if you'd like to make up missed work. Documentation for a university-authorized absence must be cleared with the professor in advance. Come to class on time. Coming in late disrupts the class, and you'll likely miss important information. It is your responsibility to ask classmates for announcements you may have missed by arriving late.

**Illness:**

If you have, or think you have the flu (swine, bird or whatever) do not come to class. Do not come to class to tell me you have the flu. Send me an email before class and contact the Wellness Center for advice - and get documentation!

**Classroom Citizenship:**

**Students are expected to respect each other.** When you enter a classroom, you are a member of a cohort - a community of learning. Your success depends on your neighbors' success. Learning is a collaborative effort - in discussion, group work, and even lecture, understanding is co-produced. Your questions and perspectives matter, and so do your classmates'. Treat each other with tolerance, understanding and respect. The people you'll interact with in class are your peers and future colleagues. Strive to do better on your own, but also strive to help your classmates to elevate the level of conversation in the classroom.

**Technology in the Classroom:**

Use of technology in the classroom is encouraged! Bring laptops, smartphones, tablets, etc. Use note-taking software; use bibliographic software; use the Internet. Class topics are not bound to lecture, discussion, and the room we are sitting in. Take your discussion, questions, exploration online—look up definitions and more information as we discuss and share that with the class. With laptops, smartphones, tablets and other communication devices, you have a world of resources to help you learn—use them!

**A Warning:** Be respectful with your use of technology. Using technology is a

complex literacy skill. It is a privilege - **do not take advantage of this privilege**. If you have a laptop or smartphone in front of you, expect to be called on to look up additional information. The presence of technology in the classroom does not give you an excuse to be physically present in the room but intellectually absent.

If you are not using your technology as a learning tool relevant to this classroom, put it away. As we all well know, technology can be a distraction to you, me, and your classmates. Give yourself a break from the always-on mentality of today's new media landscape! Texting under the table, using headphones to listen to music, messages or videos, giggling at facebook status updates, chatting, etc. during lecture, discussion, workshops, or any other in-class activity is exhausting multi-tasking -- not to mention rude!

Let this class be a respite in your day -- this is the one time you are allowed to sit and think without the constant pull of new media. Let us take full advantage of the limited face-to-face time we have together.

### **School of Communication Statement on Academic Integrity:**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another,

either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit;
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

<http://luc.edu/english/writing.shtml#source>

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the

student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together.

Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them.

The procedure for such an appeal can be found at:

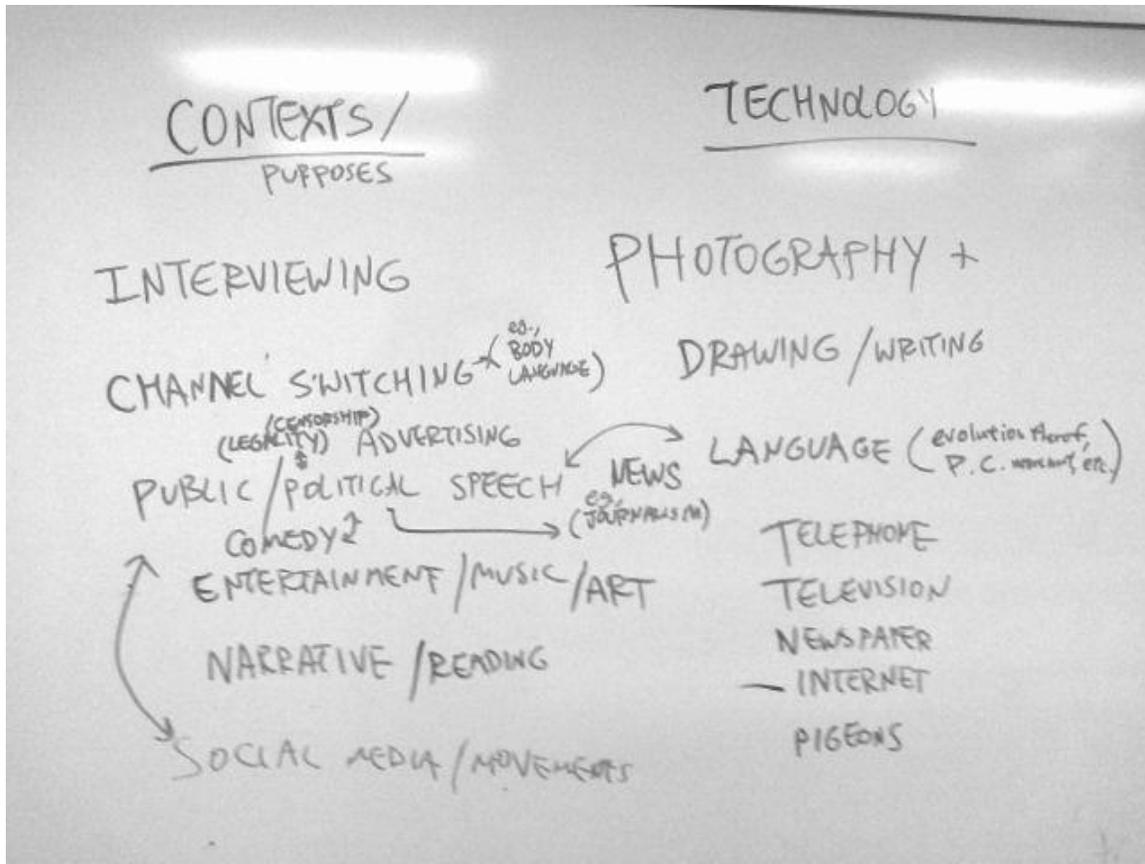
[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

**Students with Disabilities:**

Any student with a learning\ disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.



Our communication topic-storming session.

**Assignments:**

*Reading Responses:* We will be reading a lot in this class, and we will be writing about those readings on a weekly basis. We will all respond to the readings before class meetings on Tuesdays. We will apply course concepts, cite course readings, adhere to assignment directions, demonstrate critical thinking, and use correct grammar, punctuation, and spelling while when explaining our positions to each other. These discussions will be conducted on our class blog at <http://com175.wordpress.com/>

Weekly reading responses will be due by class time on Tuesday in order to facilitate class discussions for the week. There are no minimum/maximum word limits, but the purposes and goals of the reading response as an assignment are:

1. To demonstrate that you've read the material.
2. To demonstrate that you've thought about the material.
- 3) To allow a dedicated space to begin making connections among the readings, the lectures, and the class discussions.
- 4) To allow a space for discussion of the material beyond the classroom—commenting on and referring to classmates' posts is a good way to show you're paying attention.

*Discussion Leads:* Each of us will choose a day during the semester to introduce the assigned readings to the class (we'll do a sign-up sheet in class). The presentations will provide a brief overview of the day's reading (main points, overall argument, etc.) and should serve as a way to begin the day's discussion as well as a research guide for the class. You are welcome to use Powerpoint or something similar if you want to, but nothing formal presentation-wise is required (It's a *Discussion Lead*, not a presentation *per se*). Grades will be based on thoroughness of preparation, generation of discussion, demonstrated familiarity with the material, and helpfulness with research.

*Critical Essay:* At some point during the semester, some aspect of New Media and Communication will strike each of us as worthy of further investigation. We will use this opportunity to explore this topic in the form of a 3-5-page critical essay with at least 3 sources. A lot of sources will be provided via class readings, but you're welcome and encouraged to explore beyond these. The details of this essay will be discussed in class and posted on Blackboard.

*Group Project:* Our final project will be done as a group presentation. We will split into groups of 3 and propose an experiment involving the future of communication. The project could consist of a content analysis of Tweets about a certain topic, meme, or social movement; an experiment limiting the use of social media or technology; an ethnography of a group using social media; an analysis of some aspect of game play or gaming culture; in order to come up with predictions about the possible future(s) of some aspect of communication; or some other investigation of technology use. The graded deliverable will consist of a short explanation (one page or so) and report of the experiment, as well as a brief presentation for the class.

*Participation:* Students earn points by participating in class discussion and activities. Participation points cannot be made up except in cases of extreme extenuating circumstances as determined by the instructor and supported by documentation. Students who are present but choose not to pay attention or actively participate earn no points. Using electronic devices for any non-class-related activities counts as not participating. Our face-to-face time together is limited. Let's make the most of it.

*Attendance:* This is not a lecture class. I will not be delivering a talk on most of the days. We will all be discussing the readings as we go. You cannot participate if you are not here. Life happens, but if you're not in class it will hurt your grade because it will affect both what you learn and what you can talk about, and therefore the overall quality of the class.

**Grades:**

Grades are calculated on a point system. It looks like this:

<b>Assignments and point values</b>	<b>Points</b>
<i>Reading Responses:</i>	20
<i>Discussion Lead:</i>	20
<i>Critical Essay:</i>	20
<i>Group Project:</i>	20
<i>Attendance / Participation:</i>	20
<b>Total points:</b>	<b>100</b>