

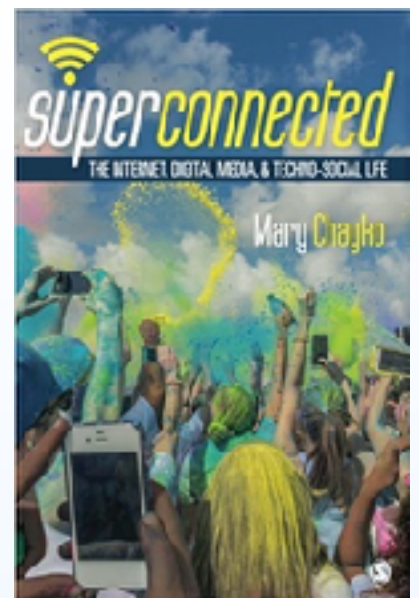


The course Introduction to Digital Technology and Emerging Media offers a comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures and assignments, students study the rhetoric, history, theory, and practice of new media.

As the digital media landscape is constantly evolving, this course will take a specific interest in understanding the evolution of media technologies and investigate the emergence of older forms of “new” media, from the original internet to big data, from graphical user interfaces to social media platforms. As we do so, we will focus on how we use digital media, and how that use impacts individual identities, connections between people, our knowledge levels, relationships of power, and so on.

Course Objectives

- Students will gain an understanding of core concepts of digital content, such as mobility, interactivity, networking, as well its technical components and how it impacts communication and information.
- Students will historicize media technologies we consider(ed) “new” media.
- Students will understand and contribute to contemporary debates over changes in identity, sociality, the economy, education, and play associated with the emergence of new media.
- Students will recognize how digital media constantly impact and/or structure their everyday social interactions, identities, and seemingly-mundane or rote behaviors.



Course book

Chayko: *Superconnected*
(ISBN: 9781452268798)

Cost at Uni bookstore: \$48

Other material on Blackboard

Course Schedule

Tu & Fri 13:00 - 14:15

Faculty Memorial Hall 301

Contact

E-mail: mklang@fordham.edu

Phone:

Office:

Office Hours: Wed 10 - 14 , Fri
11:30 - 12:30 Pls email.

How to email your professor

http://klangable.com/blog/?page_id=4746

MATERIAL		TO DO
Week 1 1 Sept	Introduction to DTEM the course & topic	
Week 2 5 & 8 Sept	Creating in the Digital Age Chayko chap 2 Standage: Writing on the Wall Chap 2	DISCUSSION Standage
Week 3 12 & 15 Sept	Inhabiting the digital environment Chayko chap 3 Jurgenson: The IRL Fetish	Mon 9/11 Project 1 DUE Tues 9/12 PRESENT Project 1: Networks in NYC DISCUSSION Jurgenson
Week 4 19 & 22 Sept	Surveillance and Privacy Chayko chap 4 Newell et al: Privacy in the Family Leaver: Born Digital	DISCUSSION Leaver, Newell et al
Week 5 26 & 29 Sept	Access & Divides Mossberger: Digital Citizenship Nakamura Measuring Race on the Internet	DISCUSSION Mossberger, Nakamura
Week 6 3 & 6 Oct	Representation Rettberg Walker: Seeing Ourselves Through Technology Chap1 Tiidenberg, K. Bringing sexy back	Mon 10/2 Selfie Project DUE DISCUSSION Rettberg, Tiidenberg
Week 7 10 & 13 Oct	Global impacts and inequalities Chayko chap 5 Tufekci: Twitter & Tear Gas chap 1 & 4	DISCUSSION Tufekci chap 1 & 4 Midterm handed out
Week 8 17 & 20 Oct	Networked Activism Castells: Prelude to Revolution Klang & Madison: The domestication of online activism	DISCUSSION Castells, Klang & Madison Mon 10/17 Midterm DUE

READING		TO DO
Week 9 24 & 27 Oct	<p>Techno-socialization and the self</p> <p>Chayko chap 6</p> <p>Thumim: Self-Representation and Digital Culture chap 6</p> <p>Lupton: Digital Risk Society</p>	DISCUSSION Thumin, Lupton
Week 10 31 Oct & 3 Nov	<p>Friending dating and relating</p> <p>Chayko chap 7 & 8</p>	
Week 11 7 & 10 Nov	<p>Platform Politics</p> <p>Gillespie: The politics of 'platforms'</p> <p>Nahon: Where there is Social Media there is Politics</p>	DISCUSSION Gillespie, Nahon
Week 12 14 & 17 Nov	<p>Library Session</p> <p>Writing Abstract</p>	11/17 Abstract DUE
Week 13 21 Nov	<p>Quantified Self</p> <p>Gilmore: The quantified self and wearable fitness technologies</p> <p>Ajana: Digital health and the biopolitics of the Quantified Self</p>	DISCUSSION Gilmore, Ajana
Week 14 28 Nov & 1 Dec	<p>Hazards of always online</p> <p>Chayko chap 9</p> <p>Hayles: How We Read</p> <p>Marwick & Lewis: Media Manipulation And Disinformation Online</p>	DISCUSSION Marwick & Lewis, Hayles
Week 15 5 & 8 Dec	<p>The Future of Technology</p> <p>Chayko chap 10</p>	Final Exam handed out DUE Wed 12/13/2017

Grading

<i>Discussion Lead</i>	<i>10 points</i>
<i>Project 1 Networks</i>	<i>10 points</i>
<i>Project 2 Selfie</i>	<i>10 points</i>
<i>Participation</i>	<i>10 points</i>
<i>Abstract</i>	<i>10 points</i>
<i>Midterm</i>	<i>25 points</i>
<i>Final Paper</i>	<i>25 points</i>
TOTAL	100 points

The final grade for the course is based on the following percentage scale:

A 94 or above	A- 90 – 93	
B+ 87 –89	B 83 – 86	B- 80 – 82
C+ 77 – 79	C 73 – 76	C- 70 – 72
D+ 67 – 69	D 63 – 66	D- 60 – 62
F 59 or below.		

On Being Prepared for Class

Come to class prepared to answer the following questions regarding each of the readings: (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (/what is missing)? (c) what are the similarities and differences between this argument and others put forward by readings in the same and in previous weeks?



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Discussion Lead Assignment

Students will be required to lead one class discussion this term. The main role of the Discussion Lead is to construct a discussion prompt/question for the class. Discussion prompts/questions should be contextualized by a 10 minute presentation on an aspect of the reading or a related topic to the reading that directs the class to think meaningfully about the discussion question.

Discussion Lead Guidelines

Your presentation should not provide an in depth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are more than welcome to quote sections of the reading to draw our attention to specific ideas.

However:

Do not read verbatim the text on a slide to us - we are capable of reading it for ourselves.

A good alternative option is to paraphrase any text written on a slide.

The best option is to use (relevant) images, graphs, or content and then *tell us* what would have otherwise been written on the slide.

Finally, try to think of questions that don't have "easy" answers but make us think about the material in constructive ways. This is a difficult assignment do not take it lightly. Be prepared and try your best. When in doubt contact me in advance.

Selfie Assignment

For this assignment you will produce three selfies, following these instructions carefully:

Selfie #1: The first should be a selfie of yourself in any manner you choose, within any context so long as the context is appropriate to show in a classroom (yes, we will all be looking at these in class.) Your face should be central and recognizable in the image. No pics with other people. Just your own glorious selfie.

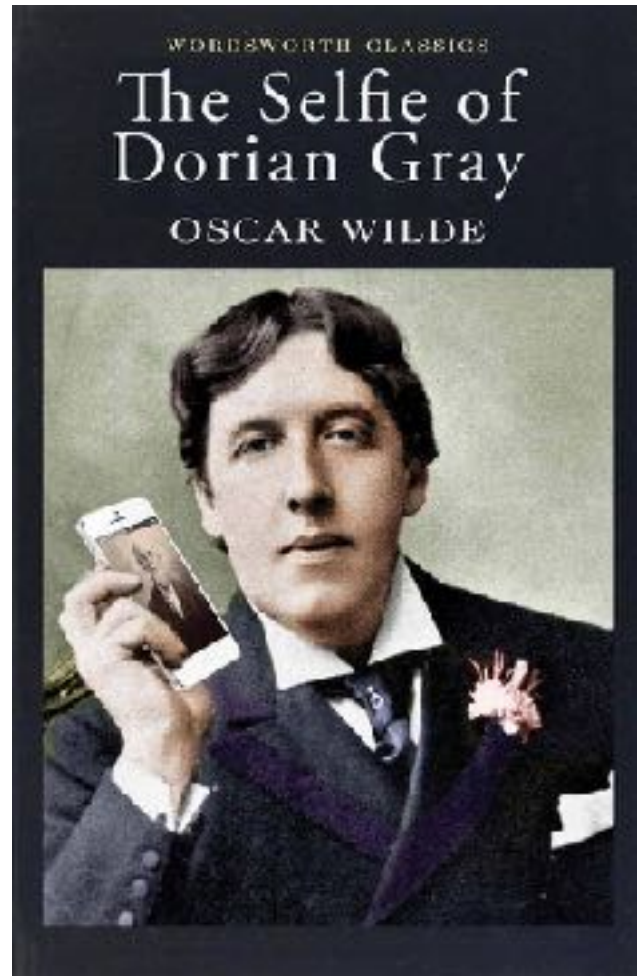
Selfie #2: The second should be a "selfie" of yourself as a student but your face cannot be present in the image. Other parts of your body can be included – such as your hands, legs, feet, etc. – or none at all. Up to you. This should be an image that you think expresses something memorable about you as a student.

This could involve a representation of something you've been studying; something visually linked to an internship or your extracurricular interests; a visual representation of a project you are proud of, etc. The choice is yours. Remember, your face should NOT appear in this selfie!!

Selfie #3: The third should be a 'student selfie of shame'--one that highlights something about being a student you find funny, awkward, embarrassing, stupid or frustrating. Again, your own face should NOT be present in the image.

This could be a pile of pizza boxes and Red Bull cans; a copy of a Cliff's Notes publication; a screenshot of communications you've made on social media about student life--again, choice is yours. Remember, your face should NOT appear in this selfie!!

Submit your selfies by uploading your pictures as .jpeg or .tiff files to this assignment link in BB. (if you have any difficulties please email me.)



In class on 6 October we will:

Look at some of the selfies submitted and use semiotics to "read" them as objects about their creators, even when we don't see a face in the frame.

Try to guess at the identify of the creators of some of the selfies, discussing how and why we made the guesses we did.

Consider the personal, social and political ramifications of social media on pictures of the self.

Think of everyone's selfies as a part of a "corpus of data" that might be used in the future by social scientists to typify all students in your department, at your University, in the U.S., in college this year around the world, etc.



Good essays contain catchy introductions: Explain to the reader why this is an important topic.

- Make sure your thesis statement is clear and that it provides a preview of what your paper will address.
- Use reliable and authoritative references and sources for your paper.
- Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.
- Don't plagiarize.
- If you're struggling, get help.

Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. The paper is to be double spaced, **2500 words** in length, not including footnotes or bibliography.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment.
- Make sure to come up with a topic that is a good fit for the assignment. If

you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.

- Prepare an outline with the question, some ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay. After you've finished an outline, don't hesitate running it by your instructor.
- You must support the claim made in your essay with evidence. Claims can be supported with empirical evidence, expert opinion, and logical anecdotes.

The Abstract Assignment

An abstract describes the basic content of the project to the reader. It includes

1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations, acronyms, or bibliographic information. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work. **Your abstract should be between 400-450 words and must include 3 academic and 2 non-academic sources.** See BB for more instructions.

What I Expect From Final Paper

1. The paper has an interesting and relevant topic/research question to explore.
2. The paper clearly states what the paper and question is about.
3. The paper is a presentation of thoughtful arguments supporting a conclusion.
4. The paper has a clear conclusion. This does not mean that the conclusion is easy or uncomplicated. Not all questions have easy answers – what I am looking for is a clear answer to the question posed in the paper.
5. The answer is well written.

Well Written

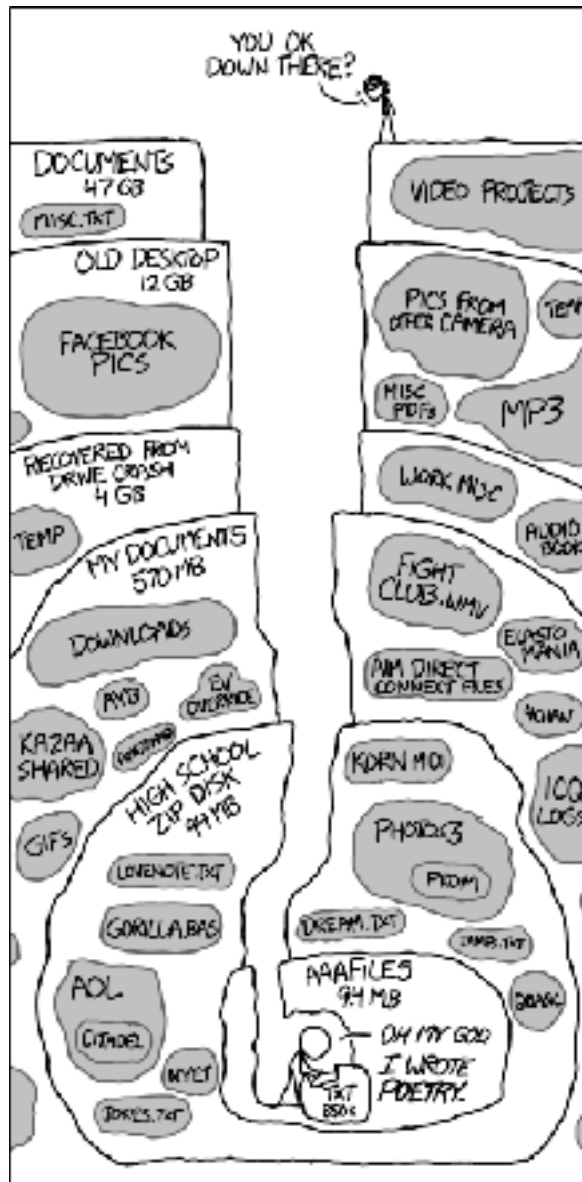
- a. **FOCUSED:** Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.
- b. **STRUCTURED:** You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.
- c. **DOCUMENTED:** The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was "because I said so". Show me the expert. Show me that you have read and understood the expert.
- d. **WELL PRESENTED:** You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and are

- Organization & paragraph: 15 %
- Sources & citation 20%
- Grammar, usage & spelling 10 %

Guidelines for essay grading – total possible score 100.

- 90 – 100 %: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.
- 80 – 89 %: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.
- 70 – 79 %: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.
- 60 – 69 %: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.



able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.

Grading

- Thesis and Argument: 40 %
- Introduction and conclusion: 15 %

Below 59 %: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.

Information

Attendance.

You will notice that participation is 10% of your grade. This does not just mean attending class, but speaking up in class and group discussions. Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. [If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, makeup assignments are possible—but they **MUST** be cleared with me first]. 3 absences automatically take your final grade



down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham's university-wide policy is that 4 unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you're unclear on.

Once you have read this syllabus to completion please email me a picture of a dinosaur.

Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard. If many classes are cancelled, there may be additional classes scheduled at the end of the term.

Readings.

Readings must be completed before the day they are assigned on the course schedule.

Be sure to do the readings in light of the discussion questions and take notes while reading.

Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the class discussion on a specific date they cannot be submitted after the final deadline.

Digital Devices.

Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away.

Students who

disregard the policy will be asked to leave class and will be considered absent that day.

Grading.

For more on my grading practices see <http://klangable.com/blog/teaching/grading/>

Academic Honesty.

Academic Integrity/Plagiarism: The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY: A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people

acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others....

Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website."

Citations.

All coursework shall be original and created by the student. Plagiarism (taking credit for ideas/work that are not ones own) is not tolerated. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs.

All assignments must fully and properly cite all sources using [American Psychological Association \(APA\)](http://klangable.com/blog/teaching/honesty-plagiarism-citations/) citation format. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Accommodations.

EQUAL EDUCATIONAL ACCESS FOR ALL STUDENTS: The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and

Schedule.

Changes to the syllabus may be made at the instructors discretion and if circumstances require. Participants will be notified of changes via Blackboard/ university email. Participants are responsible for keeping up to date with these changes.

Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course.

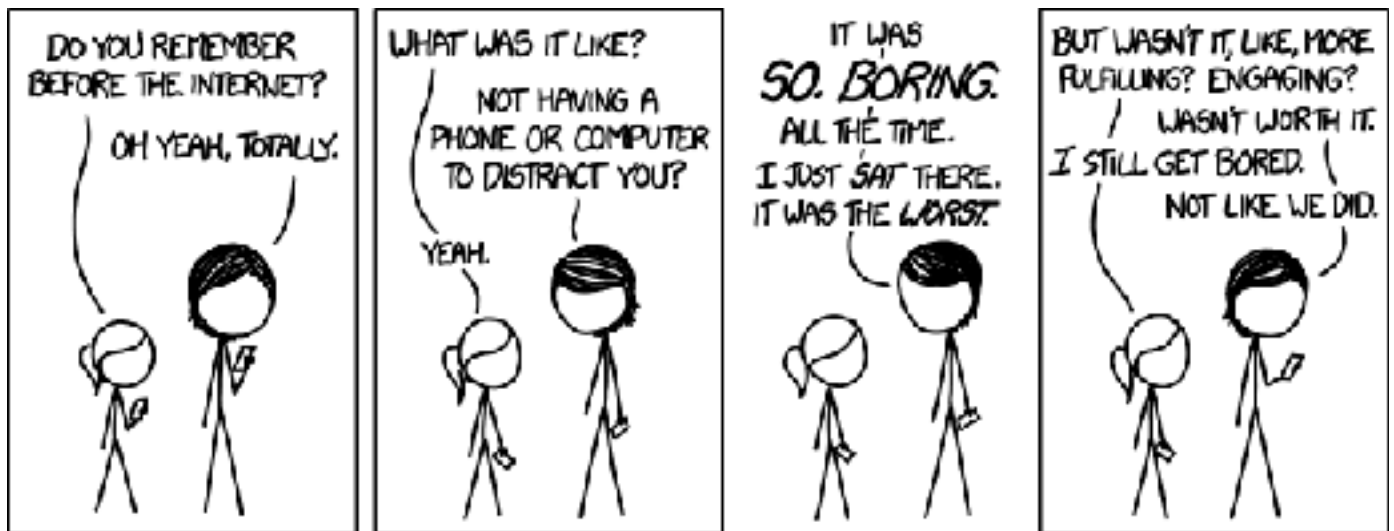
The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per week for a

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/>

Writing Center.

Writing Center: If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham_/english/writing_center/index.asp

Counseling.



appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course

Inclusivity

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

Counseling and Psychological Services: University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/index.asp

Academic Coaching.

Academic Coaching: Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.