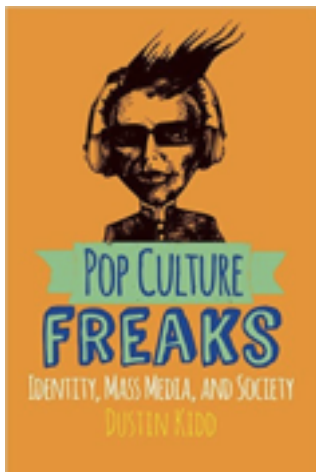




The purpose of this course is to study how “new media” such as digital devices, social networking, social media, mobility lead to new practices that influence all facets of community, social relationships, and public and private spaces.

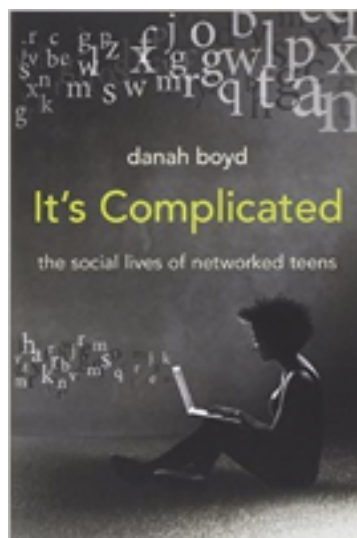


In order to understand the impact of the technology and emerging media trends around us this course takes its starting point in three textbooks. The main book is Dustin Kidd's (2014) *Pop culture freaks: Identity, mass media, and society*, whose focus on the ways in which groups are represented in media is a key to understanding both old and emerging media. This book is available at the bookstore or online.

In order to easily access much of the current research about our changing patterns of behavior in relation to the new media we will also be using selected chapters from

*The social media reader*, edited by Micheal Mandiberg (2012). This book is freely available as a pdf online and can be purchased online if you prefer a physical copy. In addition to this we will also be reading selected chapters from Danah Boyd's (2014) *It's complicated: The social lives of networked teens*. Which is also available as a pdf online or physical copies can be purchased through the bookstore of your choice.

In addition to these books there will be a selection of audio, video, and texts posted on Blackboard. All this material is important to your understanding of the ways in which The New Media Society is being shaped, and how it impacts all facets of everyday life.



### Course Schedule

Tu & Th 08:00 - 09:15

Class: University Hall Y03-3370

Instructor: Mathias Klang

E-Mail: [klang@umb.edu](mailto:klang@umb.edu)

Phone: 617-287-4586

Office: W-6-39

Office Hours: Tu&Th

12:30-1:30pm

How to email your professor

[http://klangable.com/blog/?page\\_id=4746](http://klangable.com/blog/?page_id=4746)

| MATERIAL                              |                                                                                                                                                                                                | TO DO                          |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Week 1<br>24 & 26 Jan<br>Introduction | Boyd: Introduction<br>Mandiberg: Introduction<br>Kidd: Appendix 5: A brief history of the Internet                                                                                             | Bring 26 Jan                   |
| Week 2<br>31 Jan & 2<br>Feb           | Cyberutopians, Cyberlibertarians, Cyberpaternalists<br>Dahlberg Cyberlibertarianism (on BB)<br>Lessig Chap7 What things regulate (on BB)<br>Online Culture & Practice: Death & Mourning Online |                                |
| Week 3<br>7 & 9 Feb                   | Mandiberg<br>Chap3: Vaidhyathan - Open Source as Culture<br>Chap6: Boyd - Participating in the Always-On Lifestyle                                                                             | Bring 7th Feb<br>Notes 8th Feb |
| Week 4<br>14 & 16 Feb                 | Obar et al ADVOCACY 2.0 (BB)<br>Perrin (2015) Social Media Usage (on BB)<br><br>Fake News<br>Gross: The dangers of a post-truth world (BB)                                                     | Notes 15 Feb                   |
| Week 5<br>21 & 23 Feb                 | What is Privacy?<br>Ozaki: Housing as a Reflection of Culture (BB)<br><br>Boyd Chap2: Privacy                                                                                                  |                                |
| Week 6<br>28 Feb & 2<br>Mar           | Boyd Chap3: Addiction<br><br>Selfies<br>Rettberg Walker, Seeing Ourselves<br>Through Technology Chap1 (BB)<br>SEMIOTICS: The theory behind media literacy (BB)                                 | Selfie Exercise 1 Mar          |
| Week 7<br>7 & 9 Mar                   | Boyd Chap6: Inequality<br><br>Kidd Chap2 & 3: Race & Class                                                                                                                                     |                                |
| Week 8                                | SPRING BREAK                                                                                                                                                                                   | Midterm Exam<br>19 March       |

| READING                |                                                                                                                                                                       | TO DO                              |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Week 9<br>21 & 23 Mar  | Kidd Chap4 & 5: Gender & Sexuality<br><br>Abstracts                                                                                                                   | Bring 21 Mar                       |
| Week 10<br>28 & 30 Mar | Abstracts                                                                                                                                                             |                                    |
| Week 11<br>4 & 6 Apr   | Mandiberg<br>Chap11: Lessig - Remix<br><br>Chap 14: Mandiberg - Giving things away is hard work                                                                       | Notes 4Apr                         |
| Week 12<br>11 & 13 Apr | Boyd Chap7: Literacy<br><br>Mandiberg Chap1: Rosen - The people formerly know as the audience                                                                         | Bring 13 Apr                       |
| Week 13<br>18 & 20 Apr | Mandiberg Chap9: Davison - The language of internet memes<br>Huntington: Subversive Memes (BB)<br><br>Micro-celebrities<br>Marwick: You may know me from YouTube (BB) | Notes 17th Apr<br><br>Bring 20 Apr |
| Week 14<br>25 & 27 Apr | Mandiberg Chap8: Coleman - Phreaks, Hackers, and Trolls<br><br>Topic to be announced                                                                                  | Notes 26 Apr                       |
| Week 15<br>2 & 4 May   | Wikipedia<br>Kostakis Peer Governance (BB)<br><br>Binge Culture<br>Pierce-Grove: How journalists frame binge watching (BB)                                            | Bring 6 Apr                        |
| Week 16<br>9 May       | Conclusion                                                                                                                                                            |                                    |

**Grading**

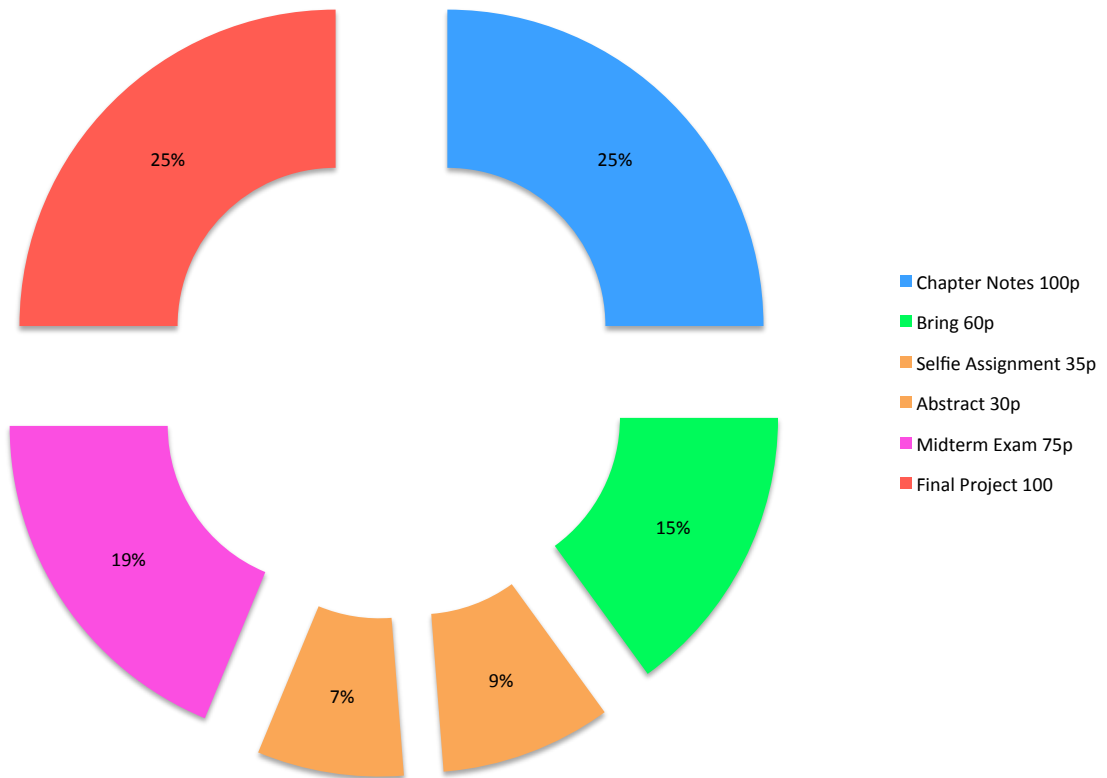
|                        |                      |
|------------------------|----------------------|
| <i>Chapter Notes</i>   | <i>5 x 20 points</i> |
| <i>Bring</i>           | <i>6 x10 points</i>  |
| <i>Selfie Exercise</i> | <i>35 points</i>     |
| <i>Abstract</i>        | <i>30 points</i>     |
| <i>Midterm Exam</i>    | <i>75 points</i>     |
| <i>Final Project</i>   | <i>100 points</i>    |
| <b>TOTAL</b>           | <b>400 points</b>    |

*The total amount of points awarded in the course is 400. The grade 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. |            |            |



**NMS Grade Breakdown**



## Participation

I always appreciate and encourage questions and discussions in class. There are also several parts of this course that require your participation. These fall into two categories: **Chapter Notes** & **Bring**



### Chapter Notes

The notes are intended to be your reflections on the readings and are due before the class where we discuss them. It's not really intended to be a summary of the reading but more an opportunity to reflect on a part of the reading that interested you. Make sure you take your starting point in the reading but I do like when these are connected to other things you have read or to popular culture examples etc.

See Blackboard for the dates when the Notes are due and are worth 20 points each.

These chapters and your texts will be the basis for the class discussion then next day and therefore cannot be submitted after the deadline.

The length of these texts is 300- 400 words each.

The goal is to:

1. briefly highlight the main arguments of the chapter.
2. point out how it relates to the course

Be prepared to discuss the chapter in class and any questions the reading has brought forward. Feel free to bring examples from outside the texts.

### Bring

*The purpose of this exercise is to help you relate the material in the course to the world outside the university. You will need to bring external material on the particular area of discussion. See BlackBoard for the dates for these deliveries.*

*Along with the material you bring you will need to write a 200 word text explaining how your choice fits into the context of the element of the course we are discussing.*

*The example and the text need to be submitted (via Blackboard) before class and I will be calling out students to present their examples and argue in what way their choices are examples of the propaganda/hate speech we are currently discussing.*

*As this work will form the basis for the class discussion it cannot be submitted after the deadline.*



*Check [klangable.com/blog/teaching](http://klangable.com/blog/teaching) for my grading rubric. Email me the definition of B-quality work, using the subject line "Grading Easter Egg", before March 10, 2017 for 1 extra credit point.*

# 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 2nd March 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.

This assignment is due by midnight on 1st March.

## The abstract & peer feedback

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 250-300 words and must include 2 academic and 2 non-academic sources.

Your grade for this exercise includes participation in ALL the presentations AND giving feedback on someone else's abstract.



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## 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.



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.

## 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 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 points
- Introduction and conclusion: 15 points
- Organization & paragraph: 15 points
- Sources & citation 20 points
- Grammar, usage & spelling 10 points

### 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.

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.

Not a dinosaur, but a penguin. This will be worth 1 extra credit point before March 20, 2017



**Attendance.**

Attendance is mandatory. All participants are encouraged to question and challenge the ideas being presented and discussed. Three unexcused absences are permitted, after that 10p will be deducted for each absence, and 5p for each late arrival.

Students should check the syllabus frequently for deadlines and to be aware of what to expect next. The best way to start on a path to success is to read and understand your syllabus. 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.

**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.**

Laptops and other devices may be used for taking notes. However, using devices for activities not related to the class is not permitted.

Turn your cell phones off when you enter the classroom unless you have prior approval from the instructor.

**Grading.**

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

**Accommodations.**

Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The



student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

**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 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

**Plagiarism & Citation**

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://www.apa.org) citation format. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

**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/>

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/> For an extra credit point, send me an email applying Portwood-Stacer’s 10 elements of a non-annoying email. Use the subject line: “Email Easter Egg” before March 10, 2017.