

## COMM 221: Introduction to Digital Media

Semester: Spring 2016  
 Instructor: Ashley Hinck  
 Class Meetings: Tuesdays and Thursdays, 10am-11:15am  
 Office Hours: Tuesdays and Thursdays, 11:15am-1pm and by appointment  
 Room: McDonald 134

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### Course Objectives:

Students who complete this course will be able to:

1. Understand and summarize major theories of digital media, including technological determinism, social determinism, and technological affordances;
2. Understand how digital media changes the nature of speaker, audience, and message in digital communication;
3. Analyze their own digital communication, using key concepts like affordance, communication strategy, and audience;
4. Construct arguments in digital media making conscious choices between modes of communication;
5. Produce arguments in digital media using digital video cameras and video editing software; and
6. Interrogate the implications digital media offers for communication today.

### Course Questions:

1. How can we understand and analyze online communication?
  - a. How does digital media require us to re-conceptualize the speaker, the audience, and the message? What new terms do we need?
  - b. What affects who can speak and who can be heard online?
  - c. How do different modes of communication work in relationship to each other in digital media?
2. What implications does digital media offer for communication today?

### Textbooks:

1. REQUIRED: Reynolds, Garr. *PresentationZen: Simple Ideas on Presentation Design and Delivery*. Second Edition. Berkeley, CA: New Riders, 2011.
2. REQUIRED: Sprague, Jo, Douglas Stuart, and David Bodary. *The Speaker's Compact Handbook*. Fourth Edition. Boston: Wadsworth, 2013.

### Assignments:

#### Major Assignments (105 points):

Analysis Assignment	35 points
Speech Assignment	35 points
Video Assignment	35 points

#### Exams (80 points):

Midterm Exam	40 points
Final Exam	40 points

#### Participation (30 points):

Twitter Reading Responses	30 points
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<u>Total possible:</u>	215 points
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## Online Contexts:

In this class, you are asked to engage in communication in class as well as on online public sites. Your Communication Analysis assignment requires you to post messages online, and your video project requires you to post your videos on YouTube. If you are uncomfortable with this, or if you require special considerations, please see me in the first week of class.

## Attendance

Attendance: You cannot participate meaningfully in class if you were not present in class. What we do in class is not easily replaced by reading the textbook or reading another student's notes. Students learn from in-class activities, from other students' contributions during class discussions, from other questions they hear, and from engaging the material for during class each day. Make every possible arrangement to attend all class periods. There will be a sign-in sheet for every class period. If you come to class late, it is your responsibility to make sure you sign your name on the sign-in sheet. Otherwise, you will be counted as absent. My goal is to reward students who engage our course material actively and consistently.

Points: Each student gets three "freebie" days to miss class for being sick, funerals, personal reasons, etc. For every class that you miss beyond your freebie, you lose four points (from your attendance and participation grade). You do not need to email me to let me know you are using one of your freebie days.

Failure in the Class: In order to pass the class, you must attend at least 75% of the class meetings. In a Tuesday/Thursday class, you will automatically fail the course if you miss eight classes or more (the equivalent of 4 weeks of class). If you have extenuating circumstances, you must meet with me ASAP.

## Assignments and Readings:

Assignments due: All assignments are due before class begins.

No late work is accepted: No late work is accepted in this class. You will receive a zero for any assignment not turned in before the deadline. There are two reasons for this policy. 1) I simply cannot accommodate rolling submissions. Having students turn in work on time means that I can grade more effectively and I avoid wasting my time on logistical issues. 2) If you miss project deadlines at work, you won't have a job for long. Deadlines are important whether you are collaborating with colleagues informally, working at a professional job, or in school.

Feedback: As an instructor, I work hard to give students useful feedback on their assignments. I want students to fully understand the feedback I give them. Therefore, I hope you will come talk to me about the feedback you receive on papers, projects, and other assignments. Receiving your grade shouldn't be a signal that our conversation is over. I encourage you to bring any questions to me during office hours—I love talking with students about their work.

Grade Disputes: If you would like to dispute a grade, you must do two things. 1) Meet with me face-to-face during office-hours. Email is a time-consuming and difficult way to engage in a dialogue about student projects. 2) Ask questions first. Try to understand the feedback you received and why it warranted a particular grade. After we talk for a bit, if you still feel like your grade doesn't accurately reflect your project, you may explain your argument. But you must ask questions first.

Extra Credit: There may be opportunities for extra credit throughout the semester. The number and types of opportunities will vary depending on the semester and class. The maximum amount of extra credit any single student may earn is 2%.

Readings due: Readings come from our textbooks, pdfs, and links online. Readings are listed on the day we will discuss them. Be sure to read them before class that day.

Length of Readings: For each class period, you will read one long piece (most often an article) plus one short piece (a blog post or maybe two videos). While a class about communication online may seem like easy fluff at first glance, we will go far beyond the common sense knowledge you have to dig deeper into how these networked systems work and with what implications.

Types of Readings: In this class, we will engage a wide variety of "readings." Almost none of these will be chapters from traditional undergraduate textbooks. Part of that is because there simply isn't an undergraduate textbook written yet about digital communication. Instead, many of our readings will be academic documents: book chapters and journal articles. This means that the writing level will be more challenging. But by working through the readings together in class, I think we'll be able to understand the main points quite well. This also means that the articles you're reading are part of larger conversations

(the articles will likely cite other articles that you haven't read) and the book chapters you're reading are part of a larger book. I'll make sure to give you all of the background information you need to understand what any particular author is saying. But if you feel like you're entering a challenging conversation mid-way, that's OK. In fact, that's to be expected. Our discussions in class will work through these challenges. However, while some of our readings will be original academic research, not all will. We also have readings that are blog posts and videos. These come from academics as well as leaders and activists working on the ground.

**Office Hours:** Office hours are a great opportunity to get specific questions answered, to talk about the concepts and readings, and to get help with projects/papers. However, bringing a project/paper to office hours does not mean I can "pre-grade" your project/paper. It would be far too time-consuming to do that for every student. Rather, think about office hours as a chance to talk through your project/paper. Tell me about what you think is really strong, what you're unsure about, and what you're struggling with. We can talk through these issues together, helping you identify revisions you might want to make before you turn in your final copy on the due date. I strongly urge students to take advantage of office hours for this purpose.

### **Assumptions and Expectations:**

**Spend 8-10 hours per week on this course:** Most college classes assume that you will spend 8-10 hours outside of class for a 3-credit hour course. Because this is a 3-credit hour course, I assume that you will spend 8-10 hours each week completing the work for this course.

**Do the readings and take notes:** I assume you will complete the assigned readings and use whatever study strategies work best for you, including outlining the readings, taking notes, making flash cards, or joining study groups.

**Adults:** I assume that you all adults, capable of managing your own time. I will treat you like an independent and capable adult.

### **Course Policies**

**Respect:** Learning about communication involves risks. We will talk about political communication, interpersonal communication, organizational communication, and more. When we share stories about our communication experiences, try to understand, not judge, other people. Our classroom needs to be a safe place to explore communication contexts and an open place to reconsider our preconceptions of communication, its power, and its use in our everyday lives.

**Gender-Inclusive Language:** Everyone should be referred to by the name they prefer, the correct pronunciation of their name, and the pronoun they prefer (like she, ze, he, or they). Please be respectful throughout the course. If you feel uncomfortable, do not hesitate to talk to me privately during office hours.

**Title IX and Gender-Based Violence:** Xavier (and my classroom specifically) should be a safe place for you to be and for you to learn. That's why Xavier takes gender-based violence (including sexual violence, intimate partner violence, stalking, and sexual harassment) seriously. There are lots of gender-based violence prevention and response resources on campus, including Xavier's Title IX director, Kate Lawson. She can help you find the right resources and information (including your rights and legal options). You can contact Kate Lawson at [lawsonk1@xavier.edu](mailto:lawsonk1@xavier.edu) or 745-3046. There are also confidential services you can access if you are not yet ready to report any gender-based violence you may be experiencing. Confidential resources include: Women Helping Women, counselors, physicians, and nurses at McGrath Health and Wellness and Psychological Services, clergy, and private mental health counselors. You can find more information here: <http://www.xavier.edu/titleix/index.cfm>

**Disability:** I work to make sure that my classroom and my course are not ableist—making sure that everyone can easily access my course. Xavier takes that goal seriously as well, and Disability Services provides resources for both Xavier students and faculty. If you have a disability that requires accommodation, please see Disability Services to obtain a letter specifying the particular accommodations you require. If you have any questions at any point throughout the semester, please feel free to talk with me and/or Disability Services. You can find more information here: <http://www.xavier.edu/learning-assistance-center/Disability-Services.cfm>

**Academic Dishonesty:** Like any course at Xavier, academic dishonesty will not be tolerated in this class. I expect you to cite your sources completely and appropriately. Penalties for academic dishonesty range from a zero for the assignment to an F for the course. You can find more information about Xavier's Academic Honesty policy here: <http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm>

**Final Exams:** All students must take the Final Exam during the designated time. This is required of all faculty members by the Dean's Office. No exceptions can be made for travel or any other reasons.

The Grading Scale:

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
75%-76%	C
70%-74%	C-
67%-69%	D+
65%-66%	D
60%-64%	D-
0%-59%	F

**Course Schedule**

Date	Date	Topic	Readings
<b>Part 1: Foundational Terms</b>			
1	T 1/12	Syllabus	
2	R 1/14	Rhetorical Choices	*Campbell & Huxman, Preface and Introduction (pdf)
3	T 1/19	Rhetorical Choices	*Palczewski, Ice, and Fritch, Ch. 2: Language (pdf)
4	R 1/21	Audiences	*Palczewski, Ice, and Fritch, Ch.7: Audiences (pdf)
5	T 1/26	Audiences	*Baym-,Ch. 4 (pdf) *PBS Idea Channel, "Are There Internet Dialects?": <a href="https://youtu.be/SDPasRas5u0">https://youtu.be/SDPasRas5u0</a> *Nerdfighter Documentary, <a href="https://www.youtube.com/watch?v=Woi9Ov5heHM">https://www.youtube.com/watch?v=Woi9Ov5heHM</a>
6	R 1/28	Technical Affordances	*Baym- Ch. 2 (pdf)
7	T 2/2	Technical Affordances	<i>Twitter Storify #1 due</i> *Bohmann, "Twitter's Open Heart Surgery: More Than Just Cosmetic": <a href="http://www.dwrl.utexas.edu/2015/11/09/twitters-open-heart-surgery-more-than-just-cosmetic/">http://www.dwrl.utexas.edu/2015/11/09/twitters-open-heart-surgery-more-than-just-cosmetic/</a> *Tan, "Apple Adds Racially Diverse Emojis": <a href="http://www.theguardian.com/technology/2015/feb/24/apple-adds-racially-diverse-emoji-and-they-come-in-five-skin-shades">http://www.theguardian.com/technology/2015/feb/24/apple-adds-racially-diverse-emoji-and-they-come-in-five-skin-shades</a> *Cauterucci, "New Chrome App Helps Women Stop Saying 'Just' and 'Sorry' in Emails," <a href="http://www.slate.com/blogs/xx_factor/2015/12/29/new_chrome_app_helps_women_stop_saying_just_and_sorry_in_emails.html">http://www.slate.com/blogs/xx_factor/2015/12/29/new_chrome_app_helps_women_stop_saying_just_and_sorry_in_emails.html</a>
8	R 2/4	Who gets to speak, and who gets to be heard?	<i>Analysis Paper due</i>
<b>Part 2: What affects who can speak and be heard online?</b>			
9	T 2/9	Networked Public Sphere	*Benkler- Ch. 6 and 7 (pdf)
10	R 2/11	The Long Tail	*Hindman Ch. 3 (pdf)
11	T 2/16	Newsfeeds	*Tufekci: <a href="https://medium.com/message/how-facebook-s-algorithm-suppresses-content-diversity-modestly-how-the-newsfeed-rules-the-clicks-b5f8a4bb7bab">https://medium.com/message/how-facebook-s-algorithm-suppresses-content-diversity-modestly-how-the-newsfeed-rules-the-clicks-b5f8a4bb7bab</a> *Sandvig: <a href="http://socialmediacollective.org/2015/05/07/the-facebook-its-not-our-fault-study/">http://socialmediacollective.org/2015/05/07/the-facebook-its-not-our-fault-study/</a>
12	R 2/18	Class, Rural America and Broadband Access	*Allen- "Social Class Matters" (pdf) *Russo, "Internet Access and the High Costs of Being Poor" <a href="https://workingclassstudies.wordpress.com/2015/09/13/internet-access-and-the-high-costs-of-being-poor/">https://workingclassstudies.wordpress.com/2015/09/13/internet-access-and-the-high-costs-of-being-poor/</a> *Rainie- "Digital Divides":

			<a href="http://www.washingtonpost.com/posttv/business/technology/pew-15-percent-of-americans-dont-use-the-internet/2013/11/06/172a067c-4698-11e3-bf0c-cebf37c6f484_video.html?tid=pm_business_vid">http://www.washingtonpost.com/posttv/business/technology/pew-15-percent-of-americans-dont-use-the-internet/2013/11/06/172a067c-4698-11e3-bf0c-cebf37c6f484_video.html?tid=pm_business_vid</a>
13	T 2/23	Race and Visuality Online	*Allen- "Race Matters" (pdf) *Councilor- "Color Blindness": <a href="http://rhetoric.commart.wisc.edu/?p=241">http://rhetoric.commart.wisc.edu/?p=241</a> *Vogt and Goldman- "Race Swap": <a href="http://www.onthemedial.org/story/tldr-31-race-swap/">http://www.onthemedial.org/story/tldr-31-race-swap/</a> *Berlatsky- "Hashtag Activism Isn't a Copout": <a href="http://www.theatlantic.com/politics/archive/2015/01/not-just-hashtag-activism-why-social-media-matters-to-protestors/384215/">http://www.theatlantic.com/politics/archive/2015/01/not-just-hashtag-activism-why-social-media-matters-to-protestors/384215/</a>
14	R 2/25	Gender and Digital Culture	*Allen- "Gender Matters" (pdf) *Paling, "How Wikipedia is Hostile to Women," <a href="http://www.theatlantic.com/technology/archive/2015/10/how-wikipedia-is-hostile-to-women/411619/">http://www.theatlantic.com/technology/archive/2015/10/how-wikipedia-is-hostile-to-women/411619/</a> *Hess- "Why Women Aren't Welcome on the Internet": <a href="http://www.psmag.com/navigation/health-and-behavior/women-arent-welcome-internet-72170/">http://www.psmag.com/navigation/health-and-behavior/women-arent-welcome-internet-72170/</a>
15	T 3/1	Midterm	<i>Midterm Exam</i>

### Part 3: Combining Modes, Exploring Problems with Online Communication

16	R 3/3	Speech-making	*Sprague, Stuart, and Bodary, Ch. 28-33 (textbook) *Reynolds, Chapter 1-3 (textbook)
	T 3/8	Spring Break	[no class]
	R 3/10	Spring Break	[no class]
17	T 3/15	Designing Slides	<i>Twitter Storify #2 due</i> *Reynolds, Ch. 4-6 (textbook)
18	R 3/17	Delivery and Creativity	*Sprague, Stuart, and Bodary, Ch. 34-36 (textbook) *Reynolds, Ch. 7-9 (textbook)
19	T 3/22	Persuasive Speech Day	
	R 3/24	Easter Break	[no class]
20	T 3/29	Persuasive Speech Day	

### Part 4: Remixing Digital Communication

21	R 3/31	Online Video Remix	*McIntosh: Remix Video- <a href="http://journal.transformativeworks.org/index.php/twc/article/view/371/299">http://journal.transformativeworks.org/index.php/twc/article/view/371/299</a>
22	T 4/5	Video Genres	*Watch videos on the "Video Conventions" YouTube playlist: <a href="http://www.youtube.com/playlist?list=PL5DjJrTcboXMSEzu_VEyUJ7_e-tSP7wWZ">http://www.youtube.com/playlist?list=PL5DjJrTcboXMSEzu_VEyUJ7_e-tSP7wWZ</a>
23	R 4/7	Cameras & Lighting	
24	T 4/12	Adobe Premiere Demonstration	
25	R 4/14	Copyright and Fair Use	*CrashCourse Intellectual Property #1: <a href="https://youtu.be/RQOJgEA5e1k">https://youtu.be/RQOJgEA5e1k</a> *CrashCourse Intellectual Property #2: <a href="https://youtu.be/Tamoj84j64I">https://youtu.be/Tamoj84j64I</a> *CrashCourse Intellectual Property #3: <a href="https://youtu.be/Q_9O8J9skL0">https://youtu.be/Q_9O8J9skL0</a> *Online Best Practices for Fair Use (pdf)
26	T 4/19	YouTube	*Hank Green- "Pre-History of Online Video": <a href="https://www.youtube.com/watch?v=Qfooiifd2v0">https://www.youtube.com/watch?v=Qfooiifd2v0</a> *Green- "A Decade Later, YouTube Remains a Mystery, Especially to Itself": <a href="https://medium.com/@hankgreen/a-decade-later-youtube-remains-a-mystery-especially-to-itself-80a1c38feeaf">https://medium.com/@hankgreen/a-decade-later-youtube-remains-a-mystery-especially-to-itself-80a1c38feeaf</a>
27	R 4/21	Work Time	<i>Twitter Storify #3 due</i> *Bring materials with you to work on your video
28	T 4/26	Peer Review	*Peer Review Guidelines (pdf) *Video about Peer Review: <a href="https://youtu.be/KVLSLDO2S0Y">https://youtu.be/KVLSLDO2S0Y</a> *Bring an advanced draft of your video with you to class for peer review

29	R 4/28	Exam Review	<i>Video due</i> *Bring in questions about the exam
	R 5/5	Final Exam	*Final Exam: 8:30-10:20am

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