

COMM 321: Advanced Digital Media

Semester: Spring 2016
 Instructor: Ashley Hinck
 Class Meetings: Tuesdays and Thursdays, 1-2:15pm
 Office Hours: Tuesdays and Thursdays, 11:15am-1pm and by appointment
 Room: McDonald 134

Contact Information:

Office: Schott Hall, Office #310
 Email: hincka@xavier.edu
 Twitter: @hincklet
 Website: www.ashleyhinck.com
 Cell Phone: 608-335-9303

Course Objectives:

Students who complete this course will be able to:

1. Describe the characteristics of online communities.
2. Read and understand original academic research.
3. Research a topic using academic sources and popular sources.
4. Write an academic literature review.

Course Questions:

1. What is an online community?
2. How are online communities different from one another? What are the characteristics of some of the most prominent online communities?
3. What should be included in a literature review?

Textbooks:

All readings will be available as pdfs on Canvas. We will not use a textbook.

Assignments:

Major Assignments (45 points):

Literature Review Topic	5 points
Annotated Bibliography	10 points
Literature Review	25 points
Literature Review Presentation	5 points

Reading Preparation (25 points):

Warm Ups	25 points
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Participation and Reflection (30 points):

Participation Reflection #1	5 points
Participation #1	5 points
Participation Reflection #2	5 points
Participation #2	5 points
Participation Reflection #3	5 points
Participation #3	5 points

<u>Total possible:</u>	100 points
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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 two 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 to Canvas 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.

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.

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%.

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 and your own learning. I will treat you like an independent and capable adult. You are responsible for determining when you do not understand the material and responsible for remedying that by asking questions in class, asking a friend, or stopping by during office hours.

Course Policies

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.

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 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>

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

*schedule subject to change to accommodate guest speakers, current events, or other unexpected events.

Date	Date	Topic	Readings
1	T 1/12	Syllabus	
2	R 1/14	Defining community	Baym
3	T 1/19	Defining community	Howard
4	R 1/21	Community #1	*Community #1
5	T 1/26	Community #2	*Community #2
6	R 1/28	Community #3	*Community #3

7	T 2/2	Community #4	*Community #4
8	R 2/4	Community #5	*Community #5
9	T 2/9	Community #6	<i>Participation Reflection #1 due</i>
10	R 2/11	Community #7	*Community #6
11	T 2/16	Community #8	*Community #7
12	R 2/18	Community #9	*Community #8
13	T 2/23	Community #10	<i>Topic due</i>
14	R 2/25	Library Presentation (How to research)	
15	T 3/1	Citations and Bibliographies (How to write a reference page and citation)	
16	R 3/3	Literature Review Genre (How to write a lit review)	*sample article (TBD)
	T 3/8	Spring Break	[no class]
	R 3/10	Spring Break	[no class]
17	T 3/15	Community #11	<i>Participation Reflection #2 due</i> *Community #11
18	R 3/17	Community #12	*Community #12
19	T 3/22	Starting the Writing Process	<i>Annotated Bibliography due</i>
	R 3/24	Easter Break	[no class]
20	T 3/29	Community #13	*Community #13
21	R 3/31	Community #14	*Community #14
22	T 4/5	Community #15	*Community #15
23	R 4/7	Community #16	*Community #16
24	T 4/12	Peer Review	*Bring in an advanced draft of your literature review
25	R 4/14	Reflection	<i>Literature Review due</i>
26	T 4/19	Community #17	*Community #17
27	R 4/21	Conferences	[meet during individual time slots]
28	T 4/26	Community #18	*Community #18
29	R 4/28	Reflection and Discussion	<i>Participation Reflection #3 due</i>
	R 5/5	Final Exam: 10:30am-12:20pm	<i>Literature Review Revisions (optional) due</i> <i>Literature Review Presentation</i>

Bibliography

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- Howard, Robert Glenn. "Electronic Hybridity: The Persistent Processes of the Vernacular Web." *Journal of American Folklore* 121, no. 480 (2008): 192–218. doi:10.1353/jaf.0.0012.
- Lange, Patricia G. *Kids on Youtube: Technical Identities and Digital Literacies*. Walnut Creek, CA: Left Coast Press, 2014.
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- Massanari, Adrienne Lynne. *Participatory Culture, Community, and Play: Learning from Reddit*. Digital Formations, vol. 75. New York: Peter Lang, 2015.
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