

COMM200 Digital Communication and Society - Section 201 Fall 2020

Online – Sakai/Zoom Pro – Combination of Synchronous and Asynchronous – schedule TBD

When Synchronous: Tuesdays and Thursdays, 3:00-4:15 P.M. CST

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Office hours: One hour before class Tuesday or by appointment

Required TEXT: ***Digital Media & Society***. By Simon Lindgren, (2017) London. Sage Publications.

Recommended Reading:

Become aware of recent developments in new media, communication and technology.

Make it part of your daily routine to visit the following websites (or follow them on social media, download their apps, etc.)

- The New York Times' technology section - <https://www.nytimes.com/section/technology>
- The New York Times' media section - <https://www.nytimes.com/section/business/media>
- Wired Magazine - <https://www.wired.com/>
- Hot Pod <https://hotpodnews.com/>
- Tube Filter <https://www.tubefilter.com/>

Loyola students can access the New York Times online – for free – through this link: <http://www.libraries.luc.edu/nytimes>

COURSE DESCRIPTION:

This course explores the ways technology affects personal, cultural and mass communication through examining the historical, societal and ethical implications of newer and interactive forms of media.

LEARNING OUTCOMES:

Students develop a critical understanding of social and individual issues related to digital communication. Students use digital media tools to research and produce projects and presentations that analyze the impact of technology on communication and society.

COURSE RATIONALE:

The central thesis of this course is that Digital Communications/Media is capable of doing great good and great harm to almost all facets of social, political, and environmental life on Earth as we know it.

The very ubiquity of Digital Communications/Media in our daily lives makes it all too easy to become passive consumers or worse yet unwitting products ourselves within a field changing at a speed unimaginable at the start of the 21st century. To effectively navigate today's ever evolving digital media environment one must research, analyze, critique and experiment within this fluid digital landscape, in order to best understand and utilize the technology.

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

1. Explain and critique how we, human society are shaping and are shaped by digital communication technology;
2. Discuss how these new digital technologies have implications for identity construction, community building, our environment and more;
3. Describe and analyze the ways we tell stories with digital communication technology;
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/consumer of media.

COURSE WORK:

To obtain a passing grade in this course students are required to:

1. Work individually and collaboratively.
2. Show up and be actively engaged.
3. Pitch, present, create, and execute a solo project (podcast) onto the web.
4. Work with a partner to research, formulate a position, and present a pro or con side on a digital media subject matter, and critique the pro and con positions of other point/counterpoint digital media presentations.
5. Work with a team of three students to execute a dynamic and fully researched multi-media presentation about an important, socially relevant new media topic.
6. Write a reflection paper on your final team presentation project.

GRADING:

Students will be graded based on their completion of:

Assignments	Percentage of final grade
Point-Counterpoint "Debate" Project	20%
Solo Podcast Project	25%
Final Presentation Team Project	30%
Weekly Discussion Board Participation	15%
Professionalism	10%

All of the above assignments will be graded on a 100 point scale, except the weekly discussion board, these will be worth 10 points per week.

Sakai Gradebook will be used – you should be able to see your grade standing throughout the term.

Assignment descriptions on Sakai will also list the grading Rubric per each individual assignment.

ASSIGNMENT AND FINAL GRADE SCALE:

Grade Criteria	Letter Grade	Points
Performs at the highest level and demonstrates full and uncompromised commitment and effort. Delivers all assignments with 100% requirements fulfilled	A	100 – 94
	A-	93 – 90
Performs at a high level and demonstrates consistent and effective achievement in meeting course and assignment requirements	B+	89 – 87
	B	86 – 84
	B-	83 – 80
Meets the basic requirements of the course and the assignments	C+	79 – 77
	C	76 – 74
	C-	73 – 70
Performs at a level sub-par to basic requirements, though meeting some minimum standards.	D+	69 – 67
	D	66 – 60
Fails to meet minimum course requirements	F	59 or less

Syllabus Statement

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

ACADEMIC INTEGRITY:

School of Communication Statement on Academic Integrity:

A basic mission of a university is to search for and to communicate the 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:

- 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
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Students who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. 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 the following:

- Submitting as one's own material copied from a published source, such as print, Internet, 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 without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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

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 IN NEED OF ACCOMMODATIONS:

Any student that needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center 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.

Managing Life Crises and Finding Support:

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or talk to me after class.

To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu

ADDITIONAL CLASSROOM POLICIES:

- Students are expected to be actively engaged in class discussions – live when synchronous and in written for on our class forum
- No late assignments will be accepted.
- All written assignments must be typed, double-spaced and proofread.
- Turn off cellphones and other electronic devices. Laptops are welcome for taking notes.

A Note About Finals

As we will work together and commit to the class, delivery of your final group projects will be during the last two weeks of the semester, freeing you to concentrate on your other finals.

There will be no final written examination test.

However, your final exam time is scheduled for **Saturday Dec 12 at 5:30-6:30pm.**

At that time your short reflection papers related to your final group presentations will be due to be delivered electronically as a PDF upload to Sakai.

Course Calendar

Week One:

Aug. 25 Introduction to course, syllabus, assignments, readings. Screen appropriate subject matter.	Aug. 27 More in depth discussion into Digital Media – the past decade. Screening.
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Week Two:

Sep. 1 Introduction to Point-Counterpoint Debate, brainstorm subjects to debate	Sep. 3 Continue Point-Counterpoint, form debate teams
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Week Three:

Sep. 8 Point-Counterpoint Debates	Sep. 10 Point-Counterpoint Debates
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Week Four:

Sep. 15 Point-Counterpoint Debates	Sep. 17 Point-Counterpoint Debates
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Week Five:

Sep. 22 Podcasts and other individualized forms of expression and outreach	Sep. 24 1000 Fans and amplification of message
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Week Six:

Sep. 29 Solo Pitches	Oct. 1 Podcasts examples and workday
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Week Seven:

Oct. 6 Podcast Presentations	Oct. 8 Podcast Presentations
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Week Eight:

Oct. 13 Final Project Subject discussion	Oct. 15 Final Project Topics selected and cleared
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Week Nine:

Oct. 20 Final Presentation Team meeting with Instructor	Oct. 22 Final Presentation Team meeting with Instructor
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Week Ten:

Oct. 27 Team Pitches and brainstorm	Oct. 29 Workday
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Week Eleven:

Nov. 3 Workday	Nov. 5 Final Team Presentations
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Week Twelve:

Nov. 10 Final Team Presentations	Nov. 12 Final Team Presentations
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Week Thirteen:

Nov. 17 Final Team Presentations	Nov. 19 Final Team Presentations
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THANKSGIVING Break NOV 22-28, no classes.

Week Fourteen:

Dec. 1 Final Team Presentations	Dec. 3 Course wrap-up
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Week Fifteen:

Finals Week, Dec. 7 – 12 - no classes scheduled.

Saturday Dec. 12 – Online Submission of Reflection Paper for Final Presentation Due 5:30 to 6:30pm

COURSE CALENDAR IS SUBJECT TO CHANGE WITH NOTIFICATION