

Winter 2014 COMM 433:

## **New Media: Web 2.0**

**Instructor:** Dr. Iaroslav Pankovskyi  
**Office:** ARTS 217-D  
**Telephone:** (587) 703-0331  
**E-mail:** pankovsk@ualberta.ca

**Time:** T R 12:30pm – 1:45pm  
**Place:** ARTS 246  
**Office Hours:** M, T 11:00am – 12:00pm  
or by appointment

---

<b>Course Prerequisite:</b>	None
<b>Ethics Approval:</b>	Not needed, no such projects involved
<b>Community Service Learning component:</b>	None

### **Course Description**

In the past, the Web used to be a massive storage of information where users would navigate to shop for information they needed. Since the first days of the existence of the Web numerous changes have taken place not only in the quantitative, but also qualitative perspectives. Nowadays users not only consume information on the Web, but also actively contribute to it.

The course introduces students to the contexts and forms of new media. What are new media, who creates and uses them, who gets profit from them, and how are they transforming the media landscape and the way we communicate? In this course, students will become familiar with a range of new media concepts and Web 2.0 tools, analyze and discuss their uses and implications, and develop what is known in Communications Studies as “participation literacy.” The course has both practical and theoretical components and prepares students to become specialists in new media.

### **Course Objectives:**

The objective of the course is to provide students with the knowledge, new media critical thinking skills, and practical abilities necessary to determine, evaluate, and respond more efficiently issues related to new media in educational, personal, and professional contexts now and in the predictable future.

On the completion of course you should:

- Obtain a conceptual roadmap to new media and their implications for modern society.
- Acquire a working knowledge of Web 2.0 website and blog (set-up/blogging) building tools that are transforming communication industry.
- Recognize the potential for new media to enhance the ability of communication specialists to collaborate, network, and build community beyond the walls of academia.
- Become familiar with some of the new media research tools and be able to sketch agenda for quality research on new and emerging media.
- Reflect critically on the present and the likely future of new media.

### **Textbooks and materials:**

Levine, R., Locke, C., Searls, D., Weinberger, D., & McKee, J. (2009). *The cluetrain manifesto*. (10<sup>th</sup> ed.) NY: Basic Books [free download].

Jenkins, H. (2008). *Convergence culture: Where old and new media collide*. NY: NYU Press.

Flew, T., & Smith, R. (2014). *New media: An introduction*. (2<sup>nd</sup> Canadian ed.). Don Mills, ON: Oxford University Press Canada [recommended].

All the articles are going to be available via Blackboard/Moodle. In this course, we are relying mostly on articles (some are very brief) because they reflect recent changes in new media faster than books. We are also going to use resources available online including TED videos, WordPress articles, etc.

### **The Use of Laptops and Other Devices:**

Students are welcome to use their laptops to aid their learning. During class, it is unacceptable to engage in unrelated activities such as checking email, playing games, or surfing the Web. A silence mode should be used for cell phones. Cell phones and smart devices must be switched off during exams. "Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor" (Calendar 23.4e).

### **Grade Distribution:**

Participation and attendance	15%	ongoing
Mini tests, 2 @ 10%	20%	Oct. 7 and Nov. 6
Group project (website or blog)	25%	Nov. 25 and Nov. 27
Final exam	40%	Dec. 16

### **Brief Description of Assignments:**

#### Participation and attendance - 15%

The course attendance is required and is taken at the beginning of each class. Active participation in class discussions (based on the readings) is expected. Students are required to contribute to the blog set up specifically for this course. Contributions must be original, critical, and reflective. References to the course textbook and/or other materials are strongly encouraged to support your argumentation. At least 3 posts and/or comments (50-150 words each) are expected from every student during this course.

#### Mini tests (2 @ 10%) - 20%

The mini tests are held in class. They are designed to check students' comprehension of basic new media notions and to prepare them for the final exam. These tests consist of three parts: a) 10 multiple choice questions; b) 5 questions which require brief, phrase-long answers; and c) 1 question requiring a short paragraph to answer.

#### Group project – 25%

The group project in this course is a presentation of a website or a blog developed by a group of students who will equally contribute to it. The group will have to submit a brief report (1/2 to 1 page) describing individual students' contributions to the success of the project. The purpose of the group project is to check how students can apply the theory and the practical skills acquired in the course. The marking rubrics for the evaluation of the final project will be distributed in class, prior to the project due date. The presentations should be 10-12 minutes in length and are followed by questions (based on what we have studied and personal experience) from other students.

#### Final exam – 40%

The objective of the final exam is to check students' comprehensions of the new media concepts studied during the course. The exam is designed in a way which allows students to reflect critically on the key concepts. It consists of three parts: a) multiple choice questions; b) questions which require brief, one phrase-long answers; and c) open-ended questions to reflect on the suggested topics (students can choose any two out of three suggested topics).

**Policy on Late Assignments:**

Students who would like to be granted an extension, must consult with the instructor, otherwise, assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. In a case of a medical emergency or severe domestic affliction, students must give a written notice to the instructor within two days of the due date explaining why the assignment was not completed on time.

**Attendance, Absences, and Missed Grade Components:**

In a case of a medical emergency, domestic affliction, or other potentially excusable absence (sections 23.4.2 and 23.4.3 of the University Calendar), students must notify the instructor by e-mail within two days. Unexcused absences result in partial or complete loss of the grade for any assignments that are not handed-in or completed as a result of absence, and for the “participation and attendance” component of the course.

**Writing Skills Statement:**

Please note that in this course, all written assignments including written exam responses are partly assessed on writing skills. Therefore, it is necessary to ensure that both surface structures (grammar, syntax, punctuation, etc.) and general structure (argumentation and clarity) of the assignments are properly kept.

**Grading Scale:**

Percentage	Letter Grade	Point Value	Descriptor
96 – 100	A+	4.0	Outstanding
90 – 95.99	A	4.0	Excellent
85 – 89.99	A-	3.7	Very good
80 – 84.99	B+	3.3	Good
75 – 79.99	B	3.0	
70 – 74.99	B-	2.7	
65 – 69.99	C+	2.3	Satisfactory
60 – 64.99	C	2.0	
55 – 59.99	C-	1.7	
53 – 54.99	D+	1.3	Failure
50 – 52.99	D	1	
0 – 49	F	0	

**Required Notes:**

Policy, about course outlines, is provided in Section 23.4(2) of the University calendar. The University Calendar is available online at <http://www.registrar.ualberta.ca/calendar>. “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University” (Calendar 23.4(2)c). All students should consult the “Truth-In-Education” handbook (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences.

**Students with Disabilities:**

Students who require accommodation due to a disability are advised to discuss their needs with Specialized Support and Disability Services (2-800 Students’ Union Building: <http://www.uofaweb.ualberta.ca/SSDS/>).

**Resources:**

The Centre for Writers (1-42 Assiniboia Hall: <http://www.c4w.arts.ualberta.ca/>) and Writing Resources (2-300 SUB: <http://www.uofaweb.ualberta.ca/academicssupport/writingresources.cfm>) provide writing assistance for both Canadian and international students. The Purdue Online Writing Lab (OWL) website is a very useful resource on style and the writing process in general: <https://owl.english.purdue.edu/>.

The University provides a free accompaniment service for anyone travelling on, or around campus at night, please contact Safewalk (0-22 SUB: <http://www.su.ualberta.ca/services/safewalk/>).

**Course Schedule** (subject to changes):

Date	Section	Topics	Readings
Week 1 (Sep. 2, 4)	0. Introduction	Course overview. Introduction to new media. Platform: Web 2.0 basics	--- <i>Recommended: Flew et al: Ch. 1</i>
Week 2 (Sep. 9, 11)	1. Laying the foundation	New media and culture Platform: Twitter	Levine et al: Ch.2, Jenkins: Introduction (pp. 1-24), Article 1
Week 3 (Sep. 16, 18)		Economics & ownership Platform: HTML 5 (e.g. Wix)	Levine et al: pp. xiii-xxi, Articles 2, 3 <i>Recommended: Flew et al: Ch.7</i>
Week 4 (Sep. 23, 25)		Identity, privacy and ethics Platforms: GPS/mapping media, rating and peer review tools	Jenkins: pp. 175-200, Articles 1, 2, 3 <i>Recommended: Flew et al: Ch.9</i>
Week 5 (Sep. 30, Oct. 2)	2. Key issues in new media	Social networking and social capital Platforms: LinkedIn	Articles: 1, 2, 3, 4, 5 <i>Recommended: Flew et al: Ch.5</i>
Week 6 (Oct. 7, 9)		<b>Mini test (Oct. 7)</b> Visual communication Platforms: YouTube, Flickr	Articles: 1, 2, 3, 4
Week 7 (Oct. 14, 16)		Mobile technology and convergence Platforms: Prezi, augmented reality	Jenkins: Ch. 4 Articles: 1, 2, 3 <i>Recommended: Flew et al: Ch.4</i>
Week 8 (Oct. 21, 23)		Measuring and analysing new media trends and impact Platforms: blogs (e.g. Wordpress)	Articles: 1, 2, 3, 4, 5
Week 9 (Oct. 28, 30)	3. Application areas	The news and crowdsourcing Platforms: AskMetafilter, Quora, Wikipedia	Levine et al: pp. 257-267, Articles 1, 2, 3
Week 10 (Nov. 4, 6)		<b>Mini test (Nov. 6)</b> New media and organisations	Levine et al: Ch. 4, Ch. 5, Articles : 1, 2
Week 11 (Nov. 11, 13)		No classes on Nov. 11 (Remembrance Day). Activism/slacktivism. Class and the digital divide.	Articles: 1, 2, 3, 4

Week 12 (Nov. 18, 20)		Government policy and new media diplomacy	Levine et al: pp. 37-52, Jenkins: afterword, pp. 217-233 Article 1 <i>Recommended: Flew et al: Ch.9</i>
Week 13 (Nov. 25, 27)		<b>Group project due (Nov. 25, 27)</b>	
Week 14 (Dec. 2, 4)		New media, what's next? Conclusions.	Levine et al: pp. 53-72, Ch. 7, TBA <i>Recommended: Flew et al: Ch.10</i>
Week 15 (Dec. 9)		No class. Review session, optional	---

**The final exam** is scheduled for: Date & time: Wednesday, **Dec. 16** at **12:30pm**. Place: ARTS 246.