COMM 200
Digital Communication + Society

Spring 2023
Tuesdays and Thursdays 1:00pm-2:15pm
Corboy Law Center Room 422

Syllabus v1.0

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Loyola University of Chicago
School of Communication
Instructor: Alan Perry
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Office Hours/Instructor Contact Information

Due to my adjunct teaching schedule at multiple institutions and research obligations, I am able to reliably check my email once per day M-F, and once on the weekend. I will do my absolute best to respond within 24-48 hours during the week, and within 48-72 hours over the weekend. Office hours appointments can be accommodated when made at least 3-4 business days in advance. Please email me for my availability. My email can be found in the syllabus header.

Course Description

This course, addressing the creative media practitioner, explores the ways in which technology affects different types of communication within broader cultural context; this will be achieved through examining the historical, socio-cultural and ethical implications of digital media in everyday life. We will discuss and analyze different theories regarding the role technology and digital media plays in our lives as producer-consumers in the 21st Century.

Students will leave this course having engaged with several critical analytical perspectives, formulating their own toolkit for handling emergent issues in digital media, and contribute their knowledge towards creating a more just society amidst a changing world.

Course Objectives

1. To understand how communication, digital media, and society intersect
2. To understand the history and evolution of digital media as it pertains to society
3. To develop critical thinking and evaluation applied to contemporary issues in digital media
4. To become familiar with important and current research and scholarly activity discussing digital media
5. To develop research and presentation skills

Course Texts

All assigned readings will be made available via Sakai.

Carr, Nicholas. (2011). *The Shallows.* W.W. Norton & Company.
Russell, Legacy (2020). *Glitch Feminism*. Verso.
Jurgenson, Nathan (2019). *The Social Photo*. Verso.

Recommended Texts

Eubanks, Virginia. (2017). *Automating Inequality*. St. Martin's Press.
Noble, Safiya. (2018). *Algorithms of Oppression*. NYU Press.
Taibbi, Matt. (2019). *Hate, Inc.* OR Books.

Schedule

For add/drop, withdraw, and other dates, see LUC academic calendar here. Attendance exemptions due to religious observances must be discussed prior to religious observation. Travel for religious observances falls under the regular absence policy. See attendance policy section for more information.

Week 1

Tuesday, January 17, 2023 - Syllabus Review & Introduction to Digital Communication + Society, Intro Self-Assessment

Thursday, January 19, 2023 - *What is Critical Thinking?* Reading Response + Discussion, A Brief History of Digital Media Lecture

Week 2

Tuesday, January 24, 2023 – *Faked Out* Reading Response + Discussion

Thursday, January 26, 2023 – Discussion, Con't.

Week 3

Tuesday, January 31, 2023 – *Screen Time, Sacred Time* Reading Response + Discussion

Thursday, February 2, 2023 – Discussion, Con't., Final Essay Proposal introduced

Week 4

Tuesday, February 7, 2023 – Research methods, essay formats, topic brainstorming + discussion

Thursday, February 9, 2023 – Group Peer Brainstorming Meetings (Bring 3 topic ideas to class)

Week 5

Tuesday, February 14, 2023 – *The Shallows* Reading Response + Discussion, Media Mindfulness Project introduced

Thursday, February 16, 2023 – Final Essay Proposal Presentations (~5min. + 3min. feedback)

Week 6

Tuesday, February 21, 2023 – Final Essay Proposal Presentations (~5min. + 3min. feedback), Con't.

Thursday, February 23, 2023 – Final Essay Proposal Presentations (~5min. + 3min. feedback), Con't.

Week 7

Tuesday, February 28, 2023 – Final Essay Proposal Presentations (~5min. + 3min. feedback), Con't.

Thursday, March 2, 2023 – *The Social Photo* Reading Response + Discussion, Midterm Self-Assessment

Week 8

Tuesday, March 7, 2023 – No Class, Spring Break

Thursday, March 9, 2023 – No Class, Spring Break

Week 9

Tuesday, March 14, 2023 – Media Mindfulness Project Rapid Presentations (3min.)

Thursday, March 16, 2023 – Media Mindfulness Project Rapid Presentations (3min.)

Week 10

Tuesday, March 21, 2023 – *The Californian Ideology* Reading Response + Discussion

Thursday, March 23, 2023 – Discussion, Con't.

Week 11

Tuesday, March 28, 2023 – *Glitch Feminism* Reading Response + Discussion

Thursday, March 30, 2023 – Discussion, Con't.

Week 12

Tuesday, April 4, 2023 – Class-Selected *Real Life* Reading Response + Discussion

Thursday, April 6, 2023 – Discussion, Con't.
Loyola University Easter observance begins after 4:15pm

Week 13

Tuesday, April 11, 2023 – Digital Essay Model Conference Presentations(~8min + 2min Feedback)

Thursday, April 13, 2023 – Digital Essay Model Conference Presentations(~8min + 2min Feedback), Con't.

Week 14

Tuesday, April 18, 2023 – Digital Essay Model Conference Presentations(~8min + 2min Feedback), Con't.

Thursday, April 20, 2023 – Digital Essay Model Conference Presentations(~8min + 2min Feedback), Con't.

Week 15

Tuesday, April 25, 2023 – Digital Essay Model Conference Presentations(~8min + 2min Feedback), Con't.

Thursday, April 27, 2023 – Final Self-Assessment, Course Reflection + De-stress Session

Week 16 - Final Exams

Friday, May 5, 2023 – 1:00-3:00pm: Final Essay Submission Window

Grading Policy

This course uses the specification grading system as described by Dr. Linda Nilson. All assignments are graded as either satisfactory or non-satisfactory according to a rubric shared in each assignment's specification sheet. This emulates professional and graduate-level assessments and is designed to prepare students for post-college life or graduate education. There are no plus or minus grades in this assessment system.

Work that is not submitted before the due date will be marked non-satisfactory. See the token policy section for information regarding late work.

Grades are earned and are based on the submission of work according to this syllabus and the assignment specifications. Out of fairness to your colleagues the instructor cannot make exceptions to

the published policies except for reasons outlined in the Faculty Handbook and Student Code of Conduct. The instructor is not able to "bump" grades. The completion of coursework is your responsibility.

It is crucial to read and understand the specifications for each assignment before working on them – assignments that either exceed specifications or do not meet them will be marked non-satisfactory.

Assignment Bundles

Grades are computed based on the completion of assignment bundles. A bundle is completed if all the assignments within that bundle are marked satisfactory. The number of completed bundles directly corresponds to your letter grade.

Number of Bundles Completed	Letter Grade
6	A
5	B
4	C
3	D
2-0	F

Bundle Name	Assignments
Reflection Bundle	1. Intro, 2. Midterm, and 3. Final Self-Assessments (200-300 words each)
Contemporary Issues Bundle	1. *What is Critical Thinking* Reading Response 2. *Faked Out* Reading Response 3. *Screen Time, Sacred Time* Reading Response
Final Essay Proposal Bundle	1. Essay abstract (200 words) and outline 2. Peer review participation 3. Proposal presentation
Technology and the Self Bundle	1. *The Shallows* Reading Response 2. *The Social Photo* Reading Response 3. Media Mindfulness Project (3min summary presentation or audiovisual file)
Technology and Society Bundle	1. *The Californian Ideology* Reading Response 2. *Glitch Feminism* Reading Response 3. Class-selected Reading Response from *Real Life*
Final Essay Bundle	1. Final essay, in one of two forms: 7-9 minute audiovisual essay, or 3-5 pages written essay read aloud (7-9 minutes) 2. Minimum 3 academic sources, MLA-style citations (in-text or footnote)

Token Policy

Sometimes there are events in our lives that are beyond our control that disrupt our plans. To acknowledge that and create a learning environment where students are comfortable to take risks and grow from them, this course has a token policy. Each student has 3 tokens that may be used on any assignment, except assignments in the Research & Reflection and Final Essay Bundles, to submit the assignment up to 7 days late after the original due date.

Late Work:

To use a token to submit late work, email the instructor prior to the due date of the assignment stating that you are using a token. This email must have the subject "Late Work Token – Assignment Name", with the name of the assignment replacing "Assignment Name". When grading, the instructor will cross-reference any late work with token uses. Emails that do not have the above subject will not be counted as the instructor will not be able to index them in my email inbox search engine. Late work submitted after using a token will be graded for full credit. Late work submitted without a token will be marked non-satisfactory.

Regrading/Resubmitting:

Tokens may also be used to resubmit non-satisfactory assignments for regrading. **To use a token in this way, you must email the instructor the resubmitted assignment within 7 days after grades are released via Sakai. This email must have the subject "Resubmission Token – Assignment Name", with the name of the assignment replacing "Assignment Name". You can only use a token to resubmit an assignment one time per assignment.**

Extenuating Circumstances:

Assignments that cannot be completed by the due date due to extenuating circumstances like bereavement or long-term medical care must be submitted with documentation, such as a doctor's note or obituary. We will then discuss a plan for prompt completion of the assignment.

Plagiarism:

Assignments that have been plagiarized cannot be resubmitted and will be marked non-satisfactory if it is the first violation of academic misconduct. Violations beyond the first in a student's academic career at Loyola may result in either an F in the course or expulsion from the university. Further details may be found in the Academic Misconduct policy in this syllabus, and in the university Academic Integrity Standards & Regulations.

Attendance Policy

Maintaining professional respect for your time and the time of others is crucial to cultivating a respectful discussion-based learning environment. Attendance will be taken within the first 1-5 minutes of class, and the student must be physically present. Each student is entitled to 3 absences before their grade is affected. There is no distinction between an excused and unexcused absence. In situations like bereavement, religious observance, or long-term medical care, please reach out to the instructor with documentation (obituary, religious calendar, doctor's note) to discuss exceptions. Tokens cannot be used on absences.

Three lates will equal one absence. For example, if a student is late 4 times, that converts to 1 and 1/3 absences. If a student is absent 1 time and late 5 times that will equal 2 and 2/3 absences; on their next late attendance their grade will be affected.

Absences beyond 3 will affect grades according to the following schedule:

4-5 absences	One letter grade deduction (i.e. A to B)
6-7 absences	Two letter grade deductions (i.e. A to C)
8+ absences	Three letter grade deductions (i.e. A to D)

Other Course Policies

Technology Policy

Students in this class will be expected to use their laptops and other digital devices to take notes and work on coursework particular to this class. If distracting technology usage occurs, i.e. if a student watches videos, plays videogames, messages, emails, or otherwise demonstrably distracts fellow students or the instructor, the instructor will call attention to the issue and request the student to return their attention to the course lecture, discussion, or activity. Should the student be unwilling to minimize distracting behavior, the student will be marked as absent for the day. If inappropriate behavior arises from this request, the classroom citizenship and offense protocol described in this syllabus will be followed.

Statement of Diversity, Equity, and Inclusion

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

Office of Student Diversity and Multicultural Affairs: https://www.luc.edu/diversity/
Phone: 708.820.2160
Email: diversity@luc.edu
Hours: Monday thru Friday, 8:30 a.m.-5 p.m.

You are also encouraged to contact the instructor directly if you wish to discuss or share your concerns about any incidents, including incidents that may be caused unintentionally by the instructor or by your classmates.

Accessibility Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Classroom Citizenship and Offense Protocol

Students are expected to respect each other. When you enter a classroom, you are a member of a cohort - a community of learning. Your success depends on your neighbors' success. Learning is a collaborative effort - in discussion, group work, and even lecture, understanding is co-produced. Your questions and perspectives matter, and so do your classmates'. Treat each other with tolerance and understanding. The people you will interact with in class are your peers and future colleagues. Strive to do better on your own, but also strive to help your classmates to elevate the level of conversation in the classroom. You are responsible for your own work, but you are also responsible to your professor and your peers - your positive substantive participation in discussion and group work is a valuable aspect of the class. Distracting conversations must be kept at a minimum, and disrespectful conversations will not be tolerated.

There will be zero tolerance for intimidation, shaming, accusation, aggressiveness of tone or gesture, or any other behavior improper for the classroom. If anyone feels offended by a text, image, video, or discourse, that participant may express these feelings in class in an educational spirit, i.e. kindly communicating why the participant feels this way and allowing for an exchange of points of view. Students may always request to speak privately with the instructor about their reaction to class material.

If inappropriate behavior occurs, the instructor will draw the student's attention and request a return to a respectful state of discussion. If that does not occur, the instructor will request the student to leave the classroom. If the student is not willing to do so, in order to preserve the safety of all students, the instructor reserves the right to call campus security to escort the student out of the classroom. The Office of Student Affairs and the student's collegiate Dean's office, i.e. Dean of Communication, Dean of Arts & Sciences, etc., will be notified of the incident.

Project Use Disclaimer

Projects created in this course may be used by the Department for purposes of promotion for students, the Department, or the University in general. The Department may also use these materials for instructional purposes in future courses. The Instructor may also use your projects as examples of work completed in the class.

Managing Live 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.), You are strongly encouraged 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 the instructor can submit a referral on your behalf – just email the instructor or schedule a meeting with the instructor during office hours. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate 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. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- 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; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. 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, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, 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; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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 https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml .

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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.