

FALL 2020 | FMS 110

INTRO TO NEW MEDIA

MONDAYS & WEDNESDAYS | 4:35 - 5:50 PM
CAVC 359 & ASU SYNC

INSTRUCTOR CONTACT INFO

Katherine (Katie) Morrissey (she/her)

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Office Hours: General office hours are on Zoom Mondays & Wednesdays from 12 - 1 pm and by appointment.

01 // COURSE INFORMATION

COURSE DESCRIPTION //

As described in the ASU Course Catalog, this course introduces you to “the cultural effects of new media technologies.” The course stands alongside classes like FMS 100, “Introduction to Film,” and FMS 300, “Television and Cultural Studies.” These courses are designed to introduce you to the media technologies which are embedded in our daily lives and get you started with media studies and criticism.

I want you to leave this course with a better understanding of new media forms, technologies, and their uses. I want you to understand how meaning is encoded into new media, how to decode it, and for you to begin developing your own critical analysis of new media artifacts. Along the way, we will utilize some of the common frameworks for studying new media: culture, history, genre, nation, industry, technology, etc. Our class does this by focusing on core elements and genres of new media and how we use these to communicate with others.

STUDENT LEARNING OUTCOMES //

1. Students will recognize common new media formats and their key features.
2. Students will identify and describe ways new media artifacts are designed to shape meaning and uses.
3. Students will develop active/present viewing, using, and reading practices for engaging theory, working with media artifacts, and producing formal media analysis.
4. Students will use frameworks and methods from class to develop their own media criticism. This entails developing original arguments, identifying evidence, and critiquing new media artifacts.
5. Students will produce forms of writing and analysis common to media studies, producing work that contributes to the discipline. Students will articulate why their lines of inquiry matter and how their work is relevant to media studies.
6. Students will deploy leadership and collaborative skills by guiding class discussions, participating in small group activities, and sharing insights and questions with the group.

TEACHING METHODS //

We use the following methods to help you meet learning outcomes:

- Class meetings build on **reading and screening assignments**. Both require you to develop careful **reading/screening practices**. Prior to class, you will screen media, read theory, research concepts, and identify discussion topics.
- Class meetings consist of **screenings, discussion, and collaborative work** to help you apply and test your knowledge.
- Classes are **discussion and participation** heavy. You learn best by asking questions and getting feedback from others.
- **Mini-projects** help you develop analysis skills, practice working with media, test your understanding of concepts, and identify areas where support is needed.
- The **midterm and final** pull pieces of the course together. Use these projects to evaluate your mastery of concepts and your comfort using formal media analysis.

Given the prevalence of new media it is impossible to exhaustively cover all of it. Instead, the course is organized to focus on common forms and technologies, as well as important critical frameworks. These units offer students a starting point for developing their own investigations of new media artifacts.

CONTENT WARNING //

The materials for this course may contain adult, controversial or problematic materials. This may include harsh language, adult content, and examples of online trolling and bullying. We need to approach these materials with maturity and in ways that respect each other's views and experiences. Equally important, we need to respect each other's limits/comfort with these materials and understand that not everyone will experience these materials in the same way.

If you have any reservations, for whatever reason, about watching, reading, or discussing certain types of content, make sure you contact me during the first week of class.

REQUIRED MATERIALS //

TECHNOLOGY

This class is taught **in-person** and via **ASU Sync**. Some students will attend in person and others via Zoom. To ensure we can communicate with each other, everyone needs to attend class with **a device that can use Zoom**. For anyone attending class in person, a set of **headphones with a built in microphone** is strongly recommended.

Assignments will be submitted on Canvas. To ensure you can complete in-class assignments, everyone needs to attend class with **a device that can access Canvas** and post work there.

Be sure you test out your technology before coming to class. For Zoom, make sure you test your audio, video, and microphone to ensure all are working. For Canvas, make sure you test your device to ensure you can read and submit posts/files.

CLASS READINGS

Any **assigned readings will be available as pdfs on Canvas**. Feel free to save, print, or read these materials online. However, you will always need to bring the readings with you to class. Expect to spend significant portions of class time working with these readings. Take some time to consider how you want to access these materials during class and choose an option that allows you to take notes, annotate, etc.

NEW MEDIA SCREENINGS

Screening and using new media artifacts (websites, apps, digital files, etc.) are a regular part of this course. Generally, screenings will be available via Canvas. However, some may only be available for a limited time. If you miss a screening, you need to arrange to screen the media on your own.

You may also need access to media for major projects (for example, if you want to analyze a specific game or app). In these cases, you are responsible for renting, purchasing, or borrowing any media that you need for major assignments. Costs here typically vary from \$0 - \$20 per item.

Please note: You are responsible for planning ahead, testing files/links, and ensuring you have access to the materials you need in order to complete work on time.

02 // GRADING

CLASS PREPARATION & ENGAGEMENT //

Check-ins (15 pts) help you share questions and ideas regarding the week's materials. I use them to shape the day's discussion. Expect material from your posts to be used in class discussion. Check-ins are due at 11:59 pm the night before class.

Taking screening notes (5 pts) is an important habit to develop. Notes give you a record of things you noticed and help you see patterns. Notes are a useful archive to return to when doing assignments. To help you develop this practice I will suggest a few quick items to look for with each screening assignment.

MEDIA ANALYSIS PROJECTS //

We use **mini-projects (30 pts)** to practice formal media analysis, apply the readings to new media artifacts, and help you develop your own media criticism.

Our semester has two major projects: a **group midterm project (25 pts)** and an **individual final project (25 pts)**. These projects help you assess how well you are able to use the concepts from readings to closely analyze a specific new media object (for example, a website, app, game, etc.). More information about each of these projects will be distributed during the semester.

% GRADE BREAK DOWN

CLASS PREPARATION & ENGAGEMENT

Pre-Class Check-ins	15%
Notes	5%

MEDIA ANALYSIS PROJECTS

Mini Projects	30%
Group Midterm Project	25%
Final Project	25%

TOTAL 100%

03 // CLASS POLICIES

COVID-19 & FALL 2020 //

The ASU Honor Code stresses achievement, engagement, and **responsibility**. Given the current pandemic, we all need to take steps to ensure the health and well-being of the ASU community. Everyone will need to wear masks and practice social distancing in accordance with current ASU guidelines. If a student is not following ASU health guidelines and does not have an exemption from ASU to do so, they will be asked to take action or leave class immediately.

ATTENDANCE CHOICE

You have two options for attending our course: you may choose to attend (1) in our classroom or (2) via Zoom. If you choose to attend in person, you will be assigned days to come to our classroom and to attend via Zoom; this rotation enables us to honor social distancing requirements in the classroom. If your circumstances change, you may select a different attendance option.

FACE COVERINGS

As per instructions from the university, face coverings must be worn properly in the classroom at all times, which means you may not remain in our classroom without wearing one. (See [Student FAQs](#) for more information.)

SOCIAL DISTANCING

As per instructions from the university, social distancing will be honored in the classroom. According to [Student FAQs](#): “To practice social or physical distancing: stay at least 6 feet — about 2 arms’ length — from other people; do not gather in groups; and stay out of crowded places and avoid mass gatherings.”

ILLNESS

If you suspect or know you have COVID-19, please stay home: If you feel well enough, you may attend class via Zoom. If not, let me know you are ill, and we will negotiate your make-up work when you are feeling better.

Medical Assistance: [ASU Health Services](#) offers free testing. Tests can be scheduled through [My Health Portal](#).

Cleared to Return: According to [Student FAQs](#): “To return to campus, students... must demonstrate that they have met the criteria set by the Maricopa County and state health departments:

1. At least 10 days since symptoms first appeared **and**
2. At least 24 hours with no fever without fever-reducing medication **and**
3. Symptoms have improved.

Students who are under the care of ASU Health Services will be cleared by those providers. Students can also provide a letter from an outside medical provider or proof of negative tests to [ASU Health Services](#) for verification and approval.”

ATTENDANCE //

Given the current pandemic, there is no mandatory attendance policy. However, some assignments can only be completed if you are prepared for and engaged with each week's materials. These are designed to reward sustained participation, while not penalizing you for any illness or emergencies you encounter on the way.

If you have a serious and compelling reason for missing class or an assignment, I will work with you to manage the effect on your grade. However, this needs to be determined on a case-by-case basis. In these circumstances, contact me as soon as possible to discuss the situation.

Students are not penalized for time taken for [university sanctioned events and religious observances](#) as designated by the Office of the Executive Vice President and Provost). Accommodation will be provided for attendance and assignments that fall on these days.

LATE WORK //

I assign deadlines to keep everyone on track and to help you succeed. However, life happens. I have programmed in some wiggle room to help:

- The **mini-projects and midterm** have a 3-day window for late-submissions. The **final** has a 2-day window for late-submissions. Every 24 hours, the grade drops 10 additional points.
- Given the nature of the **pre-class check-ins** it is not possible to turn these assignments in late. Instead, your lowest 5 grades for each will be dropped. Take the opportunity to make up the missed work during a different week of class.

EMAIL & CANVAS //

Part of my job is to help students prepare for professional careers. As such, our relationship needs to be a professional one. When you email me, please format your emails accordingly. If you have not written more formal or professional-style emails before, here's a handy guide: www.wikihow.com/Email-a-Professor.

During standard work hours (M - F, 9-5), I generally respond to emails quickly. However, you should expect a response within 1-2 work days. If you email outside of standard work hours my reply may take longer. If you do not receive a reply in 1-2 work days, email me again. It's rare, but occasionally an email gets lost in the shuffle or stuck in a junk mail filter.

Check your ASU email & Canvas regularly. If you do not like to use ASU email, you can set it up to forward elsewhere. Whatever method you choose, keep an eye on your ASU address and on Canvas so that you do not miss important messages.

ETHICS & CONDUCT //

We need to work together to create a supportive, respectful, and constructive learning environment. If something related to our class is making it challenging for you to learn, feel safe, or feel comfortable participating please let me know as soon as you possibly can.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions for academic dishonesty include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see ASU's [Academic Integrity Policy and Student Honor Code](#).

Safety and wellbeing are critical to learning. In accordance with the ASU Student Services Manual 104-2, any instance of threatening, harassing, or violent behavior will be reported both to the ASU Police Department and to the Office of the Dean of Students.

If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

ENSURING ACCESSIBILITY //

If you prefer captioned media, for any reason, please contact me. When we look at digital media, some of these materials may be more accessible than others. Talk with me about arranging supplementary materials/support for anything that isn't automatically captioned.

Course materials are typically made available on Canvas in ways that should allow you to enlarge their display or view in high-contrast. However, I'm always testing new tools. Let me know if you're having issues and I'll do my best to accommodate you.

Qualified students with disabilities who will require disability accommodations are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with SAILS should contact SAILS immediately. Their Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

04 // STEPS FOR SUCCESS

IF YOU NEED TO MISS A CLASS:

- **Make sure you still turn in all your work.** You don't want to lose assignment credit!
- All assignments and class materials are posted on Canvas. Look them up and **make sure you're prepared for the next class.**
- **Speak with classmates** to collect class notes and check on announcements.
- **Consider coming to my Zoom office hours** to review missed material and ask questions.

DEALING WITH TECHNOLOGY:

- Make sure you're testing out technology and troubleshooting issues **ahead of time.**
- If you run into problems with Canvas, **get tech support** from the [ASU Help Desk](#) ASAP.
- **Leave yourself time** to export/upload files. Doing this last minute leaves you open to problems and missed deadlines.
- If you run into serious and unavoidable tech issues, contact me ASAP. Depending on the circumstances, I may be able to work with you on a deadline extension.

IF YOU NEED TO MEET REGARDING GRADES/DRAFTS:

I would love to meet to discuss your work. Before we meet, please do the following:

1. **Give me a heads up** if you want to discuss a lengthy draft. I may be able to review the draft before you arrive.
2. **Review the relevant assignment(s)** before you arrive. This way the particulars will be fresh in your brain.
3. **Review the work you want to discuss.** If it's graded, **review the grading rubric and feedback.** Try to get a sense of what you do and don't already know, this will help guide your questions.
4. When possible, **bring a copy of your work and your notes** on it. Then, when I give you feedback, I'll be building on what you know, instead of repeating things you've already figured out.
5. **Bring a list of questions** about the work and/or your plans to revise it.

Our meetings won't be productive if you don't prepare. Make sure you take the time to do this. Otherwise we may need to reschedule.

Keep in mind, **grades are not negotiable.** To be fair to everyone, grades are determined based on how well you've met/exceeded requirements. Typically, grades can only be adjusted if an error has occurred. For more information about grades, see the [Grading and Assessment Handout.](#)

OUR WEEKLY SCHEDULE //

Use our typical weekly schedule to help you plan out your semester. My Zoom office hours are Mondays and Wednesdays 1-2 pm. I am also available by appointment. Use these times to meet with me, check on course materials/assignments, bring drafts, and ask for feedback.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Class meets to process reading.		Class meets to process screening.	Prep Days Time for reading, writing, and research. (Short Term: Prep for next week's class. Long Term: Ongoing research and planning for major projects.)		
Check-in Due		Check-in Due				

04 // ASU RESOURCES

ACADEMIC SUPPORT //

University Academic Success Programs (UASP) provides free services to help you succeed academically at ASU. Students who take advantage of these services tend to perform better academically. Their tutors can help you develop your academic skills in writing and analysis, develop customized work and study habits, figure out what you know, and what you still need to learn.

<https://tutoring.asu.edu/>

TECHNOLOGY SUPPORT //

If you are having issues with Canvas or anything technology you use for school, contact the ASU Help Desk: <https://myasu.force.com/>.

BASIC NEEDS //

It is difficult to learn when you are hungry, unsafe, or insecure about your well being. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or persistent discrimination, violence, or trauma, including [sexual violence](#), and believes this may affect their performance in the course, is urged to contact one or more of the following for support:

- ASU [Dean of Students](#) - Student Advocacy and Assistance [480-965-6547]
- ASU [Counseling Services](#) [480-965-6146 or after business hours, 480-921-1006]
- ASU [Campus Safety](#)

Because online students live in various locations, search online for “basic needs information and referral” or “crisis hotline and services” to access resources or advocacy organizations near you.

If you are comfortable doing so, please notify me or any relevant instructors. This allows us to provide any resources we have available.

CORONAVIRUS //

Each of you is experiencing the pandemic in ways both familiar and unique. You may be grieving the loss of family and friends, or be disturbed by the conditions in which you now live, learn, work, etc. You may have health concerns, new or more intense responsibilities, food insecurity, housing instability, employment or financial pressures, etc. Some of you are living in town and others are located elsewhere, so the impact of the pandemic will vary.

ASU has its plan and resources [see, for example: [ASU COVID-19 Guide](#), the [ASU COVID-19 FAQ pages](#), [ASU Health Services](#), [ASU Counseling Services](#), and [ASU testing information site](#)], and you have your own priorities and needs to consider. I will be checking in with you all on a regular basis, but in the meantime, or at any point if your circumstances change, please let me know so that I can work with you to help you adjust or achieve your goals.

STUDENT DISCLOSURES OF SEXUAL VIOLENCE //

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Please remember, this syllabus and the course calendar are subject to some change over the course of the semester. Always defer to the most recent version of each. These are kept current on our Canvas site.

COURSE CALENDAR

TOPIC	DATE	READINGS & SCREENINGS	ASSIGNMENTS
Introduction to the Class	8/24	[Class meets on Zoom today. Do not come to the classroom.]	
What is new media?			
	8/26	Lister et al, "New Media & New Technologies" (9-25)	8/25 Check-in
	8/31	Lister et al, "New Media & New Technologies" (25-44)	8/30 Check-in
	9/2	Manovich, "Principles of New Media"	9/1 Check-In
	9/7	Labor Day	
	9/9	Screening Assignment	9/8 Check-in 9/11 Mini Project #1
New Media Genres			
Digital Narratives	9/14	Harpold, "Digital Narrative" & Montfort, "Narrative & Digital Media"	9/13 Check-in
	9/16	Screening Assignment	9/15 Check-in
Games & Procedural Rhetoric	9/21	Bogost, "The Rhetoric of Video Games"	9/20 Check-in
	9/23	Screening Assignment	9/22 Check-in
Locative Media & Augmented Reality	9/28	Rueb, "Shifting Subjects in Locative Media"	9/27 Check-in
	9/30	Screening Assignment	9/29 Check-in 10/2 Mini Project #2
Transmedia	10/5	Jenkins, "Searching for the Origami Unicorn"	10/4 Check-in
	10/7	Screening Assignment	10/6 Check-in

Midterm Prep	10/12 to 10/16	Working & Workshop Week	Optional: Schedule Meeting w/Instructor
			10/16 Midterm Due
New Media Culture			
Convergence	10/19	Jenkins, "Introduction" & Jenkins, "Convergence? I Diverge."	10/18 Check-in
	10/21	Screening Assignment	10/20 Check-in
Remix	10/26	Lessig, "Remix" & Thomas, "Innovation, Piracy and the Ethos of New Media"	10/25 Check-in
	10/28	Screening Assignment	10/27 Check-in
Transformative Works	11/2	Jenkins, "Quentin Tarantino's Star Wars?"	11/1 Check-in
	11/4	Screening Assignment	11/3 Check-in
Memes	11/9	Shifman, "Defining Internet Memes" & "Unpacking Viral & Memetic Success"	11/8 Check-in 11/13 Mini-Project #3
	11/11	Veteran's Day	
Identity	11/16	boyd, "Identity"	11/15 Check-in
	11/18	Screening Assignment	11/17 Check-in
Filter Bubbles	11/23	Pariser, "Introduction" & "You Loop"	11/22 Check-in
	11/25	Screening Assignment	11/24 Check-in 11/25 Screening Notes
Final Prep	11/30 to 12/4	Working & Workshop Week	Optional: Schedule Meeting w/Instructor
Finals Week			12/7 Final Due

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