

# COMM 339 COMMUNICATION TECHNOLOGY & CULTURE FALL 2014

**LOCATION** ANN L101  
**TIME** Tuesday/Thursday 12:30 PM – 1:50 PM  
**INSTRUCTOR** Dr. Marcia Alesan Dawkins  
**OFFICE** G21F  
**PHONE** (213) 740-6617  
**EMAIL** mdawkins@usc.edu  
**OFFICE HOURS** Tuesday/Thursday 7:00 am – 8:00 am; 11:05 am – 12:05 pm; and by appointment

## REQUIRED TEXTS

Boyd, D. (2014). *It's complicated*. New Haven: Yale University Press.  
Marwick, A. (2013). *Status update: Celebrity, publicity and branding in the social media age*. New Haven: Yale University Press.  
Mele, N. (2013). *The end of big: How the internet makes David the new Goliath*. New York: St. Martin's Press.  
Pariser, E. (2011). *The filter bubble: How the new personalized web is changing what we read and how we think*. New York: Penguin Group.

\*Additional readings will be distributed in class or electronically via Blackboard as appropriate.

## COURSE OBJECTIVES

### GENERAL OBJECTIVE OF THE COURSE

This course is designed to examine philosophies and popular representations of technology from the origins of western culture to the present and identifies the complex attitudes toward technology. We will explore the intersections of technology, communication, culture, organization and imagination.

### SPECIFIC OBJECTIVES OF THE COURSE

Students successfully completing this course will:

1. Better understand their civil and ethical responsibilities in the digital public sphere.
2. Provide a real time overview of digital media through collaborative research and presentation.
3. Become active learners who can analyze, compare, contrast and apply acquired historical and philosophical knowledge to emergent communication contexts.
4. Apply creative problem solving processes for the purpose of analyzing, selecting, implementing, and evaluating ideas.
5. Practice basic tenets of design, selecting a topic, creating a project summary and work plan for utilizing or engaging communication technology.
6. Be able to pitch their idea(s) verbally, textually, and visually to a variety of diverse audiences.

## GRADING AND REQUIREMENTS

Class Participation.....	100 points
Wiki Posts.....	100 points
Digital Media Case Study.....	200 points
Technology Statement.....	200 points
Google Glass Project.....	200 points
Exams.....	200 points
<b>Total.....</b>	<b>1000 points</b>

## EXPLANATION OF ASSIGNMENTS

### Readings

Readings are assigned to enhance our understanding of argumentation theory and practice as well as to stimulate class discussion. **All readings are mandatory.** Readings will come from the required course text (see page 1) and can be accessed on the web/Blackboard. In some cases readings will be distributed via email or in class as handouts.

### Examinations

There will two (2) examinations during the course of this semester. The exams will consist of multiple choice, true/false, fill in the blank, matching, definition of key terms, and/or short answer questions. Exam material will be taken from class activities, readings, and lectures.

### Technology Statement

Your final project for this class (due on the date of our final exam) is to create a statement on your identity as it pertains to communication, technology and culture. More detail on this 15-20-page final paper assignment will be provided in class.

### Digital Media Case Study

For this task you will work collaboratively. Your group of four will focus on one of the top digital media companies. You will focus on researching and explaining the company's inception, implementation, challenges and impact. Go beyond the obvious to consider ideas, innovations and insights about the role and relevance of this company on communication and culture. More detail on this assignment will be provided in class.

### Google Glass Project

A main focus in Communication Culture and Technology this term is Google Glass. Your collaborative task is to develop a mobile app for Google Glass that deals with one of the nine elements of digital citizenship. Your group will analyze Google's wearable computer based on your mobile app idea and share your research. More detail on this final assignment will be provided in class.

### Wiki Posts

You're expected to post to the Wiki at least 1 time per week.

1. You are required to post a digital communication/digital citizenship artifact and explain why it is a good example of a course theme. See the course theme from the topics list on our syllabus. You may choose the Tuesday or Thursday theme for that week.
  - a. NOTE: You must choose a different theme for each wiki assignment.
  - b. The purpose of the posts is for you to demonstrate your ability to comparative and critically analyze information. This includes original posts as well as commenting on your colleagues' posts (comments are optional, yet preferred).
2. Post your artifact (upload images and embed videos whenever possible, avoid simply posting links).
3. Type your explanation. You may type in the caption box if you are posting a file or you may simply type on the wiki page. A significant and substantial post is between 250-500 words.
4. End your explanation with your name, Last Name-First Name

Congratulations, after you have posted your artifact and your explanation you have completed your wiki contribution!!

Each week you're to respond to at least one colleague's artifact and explain how it relates to and/or challenges our class readings and discussions for the week. Substantial, credit-worthy responses can take on many forms, including:

1. Ask a probing question.
2. Share an insight from having read your colleague's posting.
3. Offer and support an opinion with empirical, cited research.
4. Validate an idea with your own experience.
5. Make a suggestion to enhance the post.
6. Expand on your colleague's posting.
7. Word count: 50-150 words.

## OFFICIAL POLICIES & PROCEDURES

### ATTENDANCE AND PARTICIPATION POLICY

If you want a good grade come to class! You are expected to arrive on time to every class meeting. If you must miss a session please note the following: Medical emergencies require a doctor's note. Funerals require a memorial program.

### GRADING POLICY

Listed below are the criteria for the various letter grades used in this course:

- A: This is a superior grade and is given to work that has **far exceeded the specific requirements of the assignment**. Additionally, a student receiving this grade must have shown both **insight** and **initiative** in completing the graded task.
- B: This is a very good grade and is given to work that has **carefully and thoroughly met the specific requirements** of the assignment and shows evidence of **extra effort**.
- C: This is an average grade and is given to work that has **met the specific requirements** of the assignment.
- D: This is a below average grade and is **indicative of work not completed**. It is given when the specific requirements of an assignment are not met.
- F: This is a **failing grade** and is **given to work that is wholly an inadequate representation** of college-level work.
- O: This is a grade **given when an assignment is not turned in**. Most work will be assigned some points. Avoid not doing your assignments.

Final letter grades will be assigned on the following numerical basis: **A=100-94; A-=93-90; B+=89-87; B=86-84; B-=83-80; C+=79-77; C=76-74; C-= 73=70; D+=69-67; D=66-64; D-= 63-60; F=59-below**

### STATEMENT ON ACADEMIC INTEGRITY

Within any classroom it is imperative that students and teachers establish a relationship built on mutual respect and trust. Students should be able to rely on the fact that the teacher will prepare their classes in earnest, respond fully to their questions, and test them appropriately on subject matter covered in the course and issue grades fairly using established criteria. The teacher should be able to rely on the fact that students will rigorously and honestly perform the tasks assigned to them, ask questions when they don't understand reading or lecture material and comment on any aspect of the course that they feel is not addressing their needs or expectations.

In accordance with stated University policy I expect that you will adhere to ethical academic practices in the writing and reporting of your work. The following is the USC Annenberg School of Communication's policy on academic integrity and repeated in the syllabus for every course in the school: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators. In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

### ACADEMIC ACCOMMODATION BASED ON OFFICIAL PARTICIPATION IN UNIVERSITY SPONSORED ACTIVITIES

It is your responsibility to get class notes if you miss a session due to an official USC sponsored activity. In addition, you are expected to turn in assignments on time. If you will miss class on the due date of an assignment speak to instructor IN ADVANCE so that we can make proper arrangements. If you have to schedule a makeup exam for this reason, you must discuss this with Dr. Dawkins and provide official documentation.

### ACADEMIC ACCOMMODATION BASED ON DIFFERING ABILITY

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

### TECHNOLOGY POLICY

Please turn off your cellphones or set them on silent mode when you come to class and *put them away!!!* You are welcome to bring your laptop/tablet to class and use it. You are **NOT** welcome to perform non-class-related activities during class. Violations of this policy will result in a lowered grade for the course.

## MORE OFFICIAL POLICIES & PROCEDURES

### LAPTOP POLICY

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg [Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

### STRESS MANAGEMENT RESOURCES

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at (213) 740-7711. The service is confidential, and there is no charge.

### SEXUAL ASSAULT RESOURCE CENTER

The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

### EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

## TENTATIVE SCHEDULE

Please read the assigned readings for the class meeting for which they are listed. **All written assignments are to be posted, submitted by 11:59 pm Pacific Standard Time (PST) unless otherwise instructed.** Please also be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

Date	Topic	Reading	Deadlines
8-26	Introduction, Review Syllabus	Syllabus	
8-28	Web 2.0	Marwick, Introduction and Ch. 1 *Horowitz, "Can Do v. Can't Do Culture"	
9-2	Digital Citizenship	Mele, Introduction and Ch. 1	
9-4	Digital Citizenship	Pariser, Introduction and Ch. 2 *Qualman, "Social Media Revolution"	Wiki Post / Response
9-9	Digital Citizenship	Mele, Ch. 7; boyd 3 *Greenfield, "How Digital Culture Rewires our Brain" *Carr, "Is Google Making Us Stupid?"	
9-11	Digital Citizens	Mele, Ch. 4 Pariser, Ch. 4 boyd, Ch. 1	Wiki Post / Response
9-16	Digital Citizens	*Pew Center, "Internet & American Life" *Witte & Mannon, "Internet Inequality"; boyd, Ch. 6	
9-18	Digital Citizens	Marwick, Ch. 4; *Mashable, "7 Interactive Resumes" *Mashable, "Instagram Scored the Job"	Wiki Post / Response
9-23	Digital Publics	Pariser, Ch. 5; boyd, Ch. 8; Mele, Ch. 3 Marwick, Ch. 3, 5 *Cohen, "I Share Therefore I Am"	
9-25	Digital Conflict & Combat	Mele, Ch. 6 boyd, Ch. 5, 4 *Schmidt & Cohen, "Future of Conflict"	Wiki Post / Response
9-30	Wearable Technology (Google Glass)	*New Yorker, "Confessions of a Glass Explorer" *Google Glass, "How to Start" *Esquire, "What You're Not Supposed to Do" *Policy Mic, "Scary Science of Google Glass" *Fast Company, "A Surgeon's Review"	
10-2	<b>Exam</b>		<b>Exam #1</b>
10-7	Digital Afterlife	*Pew, "What Happens...after death?" *Ostrow, "After Your Final Status Update" *Kurzweil, "Is Futurist Playing God? – ABC News"	
10-9	Digital Media Case Study: Facebook	*Zuckerberg Files *Mashable, FB: Complete Bio	Digital Media Case Study Presentation  Wiki Post / Response
10-14	Digital Media Case Study: LinkedIn	*Yeung, "LinkedIn is 10 Years Old" *Meyer, "Where is College Like A Company?"	Digital Media Case Study Presentation
10-16	Digital Media Case Study: Twitter	*Bolton, "#Start, #Founders" *Oremus, "Of Course Colleges Are Reading Tweets" *Jericho, "Letter to Twitter"	Digital Media Case Study Presentation  Wiki Post / Response
10-21	Digital Media Case Study: Uber	*Pai, "LA, Let Uber Take the road" *Roose, "Uber Might Be More Valuable Than FB"	Digital Media Case Study Presentation

*\*means this article is available on Blackboard*

## TENTATIVE SCHEDULE

Please read the assigned readings for the class meeting for which they are listed. **All written assignments are due by 11:59pm Pacific Standard Time (PST) unless otherwise instructed. All exams will be taken in class on the dates listed below unless otherwise instructed.** If I must alter the syllabus, you will receive adequate notice.

10-23	Digital Media Case Study: Snapchat	*Shontell, "Sketchy History of Snapchat" *Kingkade, "Snapchat Founder" *Van Grove, "Snapchat's Evan Spiegel" *Shu, "Snapchat Hack Not Hoax"	Wiki Post / Response
10-28	Digital Opportunities & Entrepreneurs	Marwick, Ch. 6 Mele, Ch. 8	
10-30	Digital Commerce	Mele, Ch. 5	Wiki Post / Response
11-4	Digital Nerds @ Google	*Nugent, "Effeminate Jewish Grinds, Cyborg Asians"	
11-6	Digital Nerds @ Google	*Rosen, "Engine: The History of a Concept"	Wiki Post / Response
11-11	Filter Bubble	Pariser, Ch. 1, 3; boyd, Ch. 7 *Kevin Slain Ted Talk, "How Algorithms Shape our World"	
11-13	Filter Bubble	Pariser, Ch. 6, 7 boyd, Ch. 8; Mele Ch. 2	Wiki Post / Response
11-18	Filter Bubble	Pariser, Ch. 8 Mele, Ch. 9; boyd, 2	
11-20	<b>Exam</b>		<b>Exam #2</b>
11-25	Google Glass Projects	App Presentations, Q&A	Application Presentation Wiki Post / Response
11-27	<b>Class Cancelled</b>	<b>HAPPY THANKSGIVING!! ☺</b>	
12-2	Google Glass Projects	App Presentations, Q&A	Application Presentation
12-4	Google Glass Projects	App Presentations, Q&A	Application Presentation  Wiki Post / Response
12-16	<b>Final 2:00 PM – 4:00 PM</b>	<b>Review all readings, presentations from the start date through end date of course</b>	<b>Technology Statement</b>