

MDIA 309 New Media: Theory and Practice

Trimester 2 2015

13 July to 15 November 2015

20 Points



An altered image from <http://nativemobile.com>

IMPORTANT DATES

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 29 October 2015

Withdrawal dates:

Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

CLASS TIMES AND LOCATIONS

Tuesday 12.00noon-1.50pm 77 Fairlie Terrace FT77 306

Tutorials

Tutorials begin in WEEK 2. Please register for tutorials via the MDIA 309 site on Blackboard: go to "Tutorial Instructions" and follow the instructions carefully. Remember to record your tutorial time, day and room for future reference.

NAMES AND CONTACT DETAILS

| | |
|---------------------|--|
| Course Coordinator: | Michael Daubs |
| Email: | michael.daubs@vuw.ac.nz |
| Phone: | 04 463 6821 |
| Room: | 302, 83 Fairlie Terrace |
| Office Hours: | Thursdays, 2.00-3.00pm |

COMMUNICATION OF ADDITIONAL INFORMATION

Course-related information will be communicated to students using the MDIA 309 Blackboard site. If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

PRESCRIPTION

This course examines, applies, and critiques theories for understanding contemporary media and technological developments and their deployment, incorporation and use. Students will critically examine platforms and formats such as social networks, mobile media and apps and user-generated media, and their role in a range of sociocultural issues including digital labour, digital democracy, media piracy, and social movements and activism.

COURSE CONTENT

This course is divided into three sections that will address a number of specific topics. These sections are:

1. Frameworks
2. Technologies
3. Interactions
4. Processes

COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. Critically analyse the relationship between new media, society, and culture
2. Articulate the relationships between technology, industry, production, and consumption
3. Examine the role of the audience/user in the development and consumption of digital media
4. Identify and examine sources for the study of technology and culture
5. Demonstrate competency in the literacies of academic research, writing, and argumentation.

TEACHING FORMAT

Students enrolled in this course are required to attend one 2 hour lecture and, starting in week 2, one 50 minute tutorial per week. The two hour lecture on Tuesdays will include presentation of relevant audio-visual material and whole-class discussion. **Students are expected to have completed each week's assigned readings before lecture.**

The tutorials are opportunities to interrogate ideas and theories, develop theoretical and analytical skills, and explore topics of personal interest. Student-led discussions will be a key feature of the tutorials.

Lectures and tutorials are designed to work together and course assessment assumes your regular attendance at both. The course also relies on active participation and engagement with media on a day-to-day basis.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- Achieve a mark of at least 40% (before late penalties) on both Assessments 3 and 4 (see below) in order to demonstrate proficiency in all CLOs, and
- Attend at least 8 of the 11 tutorials scheduled during weeks 2-12 (unless otherwise excused by the course coordinator) in order to have the opportunity to engage with course concepts and develop oral communication and group deliberation skills.

Any student who is concerned that they have been (or might be) unable to meet any of these mandatory course requirements because of exceptional personal circumstances should contact the course coordinator as soon as possible.

WORKLOAD

The expected workload for a 20-point course is 200 hours over the trimester or 13 hours per teaching week.

This includes reading and preparation, attendance at seminars, and preparation for and completion of assignments. An approximate break-down is suggested below, although this is a guideline only.

- | | |
|--|----------|
| 1. Class attendance (12 sessions): | 36 hours |
| 2. Reading and preparation for seminars: | 72 hours |
| 3. Oral Presentation (Assignment 2): | 24 hours |
| 4. Short Essay (Assignment 3): | 24 hours |
| 5. Research Essay (Assignment 4): | 44 hours |

ASSESSMENT

| Assessment items and workload per item | | % | CLO(s) | Due date |
|--|---|-----|------------|-------------------------------------|
| 1 | <i>In-Class Reading Quizzes/Responses</i> Short written responses written in class throughout the term. Best 5 of 7 count towards final mark. | 10% | 1, 2, 3 | Variable |
| 2 | <i>Oral Presentation</i> Short oral presentation in tutorial relating to a weekly topic, followed by a brief Q&A session with classmates. | 20% | 1, 2, 3, 5 | Variable |
| 3 | <i>Short Experiential Essay</i> 1,500-1,750 word essay about the mediation of daily life. | 30% | 1, 2, 3, 5 | By 11am, Thursday 10 September 2015 |
| 4 | <i>Intensive Research Essay</i> 2,200-2,500 word research essay on a new media object (e.g., technology, software, institution) of the student's choice. | 40% | 1-5 | By 11am, Thursday 29 October 2015 |

Note: Brief descriptions of each assessment are provided below, but specific details for each will be made available on Blackboard well in advance of their due dates.

1. In-Class Reading Responses/Quizzes (10%; 500-700 words total or equivalent)

Throughout the trimester, students will be asked to briefly (in 75-100 words) respond to a question or questions about that week's readings. Students may be asked to define terms, write a short summary of the main point of an article, or other similar activity. Seven responses will be collected throughout the trimester. The specific dates of these responses will be unannounced. The lowest two scores will be omitted from the final mark calculations with the remaining five responses worth 2% each for 10% of the final mark.

2. Oral Presentation (20%; equivalent to 1,000-1,250 words; variable due dates)

Students will sign up in advance (during Week 2 tutorials) to prepare a 5-10 minute oral presentation that argues for or against a statement (prepared by the course coordinator). Students should use course readings as support as they craft their response and are encouraged to use topical news stories or other material as a part of their response. Students should be prepared to answer questions from other students after their talk. Students should also prepare written notes which should be submitted to the course coordinator at the end of the tutorial.

3. Short Experiential Essay (30%; 1,500-1,750 words; due by 11am, Thursday 10 September 2015)

This essay will ask students to go “screenless” for 72 hours (with reasonable exceptions allowed for work in other courses and employment situations) and then write about their experience, describing what going without digital technologies over this period revealed about the mediation of their daily activities using the course readings to inform their discussion.

Note: This assignment should be submitted to Turnitin via Blackboard and a hardcopy submitted to MDIA Drop Slot at 83FT.

4. Intensive Research Essay (40%; 2,200-2,500 words; due 11am, Thursday 29 Oct 2015)

For the research essay, students will select a new media object (e.g., technology, software, institution) of their choice and write an essay that explores how cultural, historical, economic, and political forces have shaped the development, deployment, use and cultural understanding of that object as well as the impact of that object on contemporary culture and everyday life.

Note: This assignment should be submitted to Turnitin via Blackboard and a hardcopy submitted to MDIA Drop Slot at 83FT.

SUBMISSION AND RETURN OF WORK

Work provided for assessment in this course will be checked for academic integrity by Turnitin. Follow the instructions provided in the “Assignments and Turnitin” section of Blackboard.

Hardcopy assignments are submitted in the drop slot outside the administration office: **83 Fairlie Terrace**. Attach an assignment cover sheet found on Blackboard or outside the administration office. Remember to fill in your tutor’s name. **Please do not use plastic folders.**

Your marked assignment will be handed back by your tutor in tutorials or during their office hours. Any uncollected assignments can be picked up from the Programme Administrator after the last day of teaching. Assignments will be held in the administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the administration office.

EXTENSIONS AND PENALTIES

Extensions

In **exceptional and unforeseen** circumstances an extension may be granted. To apply for an extension, email your Course Coordinator before the assignment is due. If granted, your Course Coordinator will inform you of the new due date. Tutors cannot grant extensions. **Work that is more than 10 work days (two weeks) late will not be accepted. No assignment with or without an extension will be accepted after Thursday 12 November 2015.**

Penalties

Work submitted after the deadline will be penalised by a 2.5 **percent deduction from your total mark per work day**. Late work also receives only minimal comments from your marker. **Work that is more than 10 work days (two weeks) late will not be accepted.**

SET TEXTS

Readings will be made available electronically via Blackboard.

Please note: Readings will be in the “Readings and Resources” section on Blackboard. Students wanting hardcopies should contact the course coordinator for options.

RECOMMENDED READING

Note: Other recommended articles and news stories will be posted to Blackboard through the trimester as appropriate. There are also several texts you might find useful supplementary reading for this course. A small list includes:

- Bolter, Jay David, and Richard Grusin. *Remediation: Understanding New Media*. Cambridge, Massachusetts: The MIT Press, 2000.
- Bruns, Axel. *Blogs, Wikipedia, Second Life, and Beyond: From Production to Producership*. New York: Peter Lang Publishing, 2008.
- Burgess, Jean, and Joshua Green. *Youtube*. Digital Media and Society Series. Malden, Massachusetts: Polity, 2009.
- Castells, Manuel. *The Rise of the Network Society*. Cambridge, MA: Blackwell, 2000. Print.
- Everett, Anna, and John T. Caldwell, eds. *New Media: Theories and Practices of Digitextuality*. New York: Routledge, 2003.
- Gitelman, Lisa. *Always Already New*. Cambridge, Massachusetts: The MIT Press, 2006.
- Jenkins, Henry, Sam Ford, Joshua Green, and Joshua Benjamin Green. *Spreadable Media: Creating Value and Meaning in a Networked Culture*. NYU Press, 2012.
- Miller, Vincent. *Understanding Digital Culture*. Thousand Oaks, California: Sage, 2011.

Contact the Course Coordinator for additional suggestions pertaining to particular subjects.

CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep’s name and details in this box:

Class Rep name and contact details:

STUDENT FEEDBACK

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Based upon feedback from the previous cohort, this course changed from a 3-hour seminar format back to a lecture/tutorial format and now includes an assessment with an oral component.

In week six or seven of the trimester, your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
- School website: www.victoria.ac.nz/seftms

COURSE PROGRAMME

Section I - Frameworks

Week 1 14 July **Course Introduction**

Week 2 21 July **Media New and Old**

Readings:

- Gitelman, Lisa. "Introduction." *Always Already New*. Cambridge, Massachusetts: The MIT Press, 2006. 1-22. Print.
- Baym, Nancy. "Making New Media Make Sense." *Personal Connections in the Digital Age*. Malden, Massachusetts: Polity, 2010. 39-76. Print.

Recommended Reading:

- Hepp, Andreas. "Researching 'Mediatized Worlds': Non-Mediocentric Media and Communication Research as a Challenge." *Media and Communication Studies Interventions and Intersections*. Eds. Carpentier, Nico, et al. The Researching and Teaching Communication Series. Tartu, Estonia: Tartu University Press, 2009. 37-48. Print.

Week 3 28 July **Platforms and Affordances**

Readings:

- Hutchby, Ian. "Technologies, Texts and Affordances." *Sociology* 35.2 (2001): 441-56. Print.
- Gillespie, Tarleton. "The Politics of 'Platforms'." *New Media & Society* 12.3 (2010): 347-64. Print.

Recommended Reading:

- Puschmann, Cornelius, and Jean Burgess. "The Politics of Twitter Data." *Twitter and Society*. Eds. Weller, Katrin, et al. New York: Peter Lang, 2013. 43-54. Print.

Week 4 4 Aug **Users and Producers**

Readings:

- Jenkins, Henry. "Introduction." *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press, 2006. 1-24. Print.
- Bruns, Axel. "The Future Is User-Led: The Path Towards Widespread Producership." *The Fibreculture Journal*. 11 (2008). Web.
- van Dijck, José. "Users Like You? Theorizing Agency in User-Generated Content." *Media, Culture & Society* 31.1 (2009): 41-58. Print.

Section II – Technologies

Week 5 11 Aug **Social Networks and Identity**

Readings:

- van Dijck, José, and Thomas Poell. "Understanding Social Media Logic." *Media and Communication* 1.1 (2013): 2-14. Print.
- Sauter, Theresa. "'What's on Your Mind?': Writing on Facebook as a Tool for Self-Formation." *New Media & Society* (2013): 1-17. Print.

Recommended Reading:

- Warfield, Katie. "Making Selfies/Making Self: Digital Subjectivities in the Selfie." *Image Conference Berlin*. 2014. Print.

Week 6 18 Aug **Mobile Media and Connectivity**

Readings:

- Deuze, Mark. "Mobile Media Life." *Moving Data: The iPhone and the Future of Media*. Eds. Snickars, Pelle and Patrick Vonderau. New York: Columbia University Press, 2012. 296-308. Print.
- Goggin, Gerard. "Ubiquitous Apps: Politics of Openness in Global Mobile Cultures." *Digital Creativity* 22.3 (2011): 148-59. Print.

Mid Trimester Break: Monday 24 August to Sunday 6 September 2015

Section III – Interactions

Week 7 8 Sept **Traditional Media, Active Audiences and User-Generated Content**

Readings:

- Schirra, Steven, Huan Sun, and Frank Bentley. "Together Alone: Motivations for Live-Tweeting a Television Series." *Proceedings of the 32nd annual ACM conference on Human factors in computing systems*. ACM, 2014. Print.
- Daubs, Michael. "Subversive or Submissive? User-Produced Flash Cartoons and Television Animation." *Animation Studies* 5 (2010): 51-59. Print.

Recommended Reading:

- Andrejevic, Mark. "Watching Television without Pity: The Productivity of Online Fans." *Television & New Media* 9.1 (2008): 24-46. Print.

Assignment 3 (Short Experiential Essay) due by 11am, Thursday 10 September 2015

Week 8 15 Sept **Citizen Journalism**

Readings:

- Deuze, Mark, Axel Bruns, and Christoph Neuberger. "Preparing for an Age of Participatory News." *Journalism practice* 1.3 (2007): 322-38. Print.
- Palmer, Lindsay. "'iReporting' an Uprising: CNN and Citizen Journalism in Network Culture." *Television & New Media* (2012): 367-85. Print.

Week 9 22 Sept **File Sharing and Media Piracy**

Readings:

- Newman, Michael Z. "Free TV File-Sharing and the Value of Television." *Television & New Media* 13.6 (2012): 463-79. Print.
- da Rimini, Francesca, and Jonathan Marshall. "Piracy Is Normal, Piracy Is Boring: Systemic Disruption as Everyday Life." *Piracy: Leakages of Modernity* (2014). Print.

Section IV – Processes

Week 10 29 Sept **Monetisation**

Readings:

- McGuigan, Lee, and Vincent Manzerolle. "'All the World's a Shopping Cart': Theorizing the Political Economy of Ubiquitous Media and Markets." *New Media & Society* (2014): 1-19. Print.
- Wasko, Janet, and Mary Erickson. "The Political Economy of Youtube." *The Youtube Reader*. Eds. Snickars, Pelle and Patrick Vonderau. Stockholm, Sweden: National Library of Sweden, 2009. 372-86. Print.

Week 11 6 Oct **Digital Labour**

Readings:

- Terranova, Tiziana. "Free Labor: Producing Culture for the Digital Economy." *Social Text* 18.2 (2000): 33-58. Print.
- Kuehn, Kathleen, and Thomas F Corrigan. "Hope Labor: The Role of Employment Prospects in Online Social Production." *The Political Economy of Communication* 1.1 (2013). Print.

Recommended Reading:

- Andrejevic, Mark. "Exploiting Youtube: Contradictions of User-Generated Labor." *The Youtube Reader*. Eds. Snickars, Pelle and Patrick Vonderau. Stockholm, Sweden: National Library of Sweden, 2009. 406-23. Print.

Week 12

13 Oct

Digital Participation

Readings:

- Goode, Luke. "Cultural Citizenship Online: The Internet and Digital Culture." *Citizenship Studies* 14.5 (2010): 527-42. Print.
- Barney, Darin. "Politics and Emerging Media: The Revenge of Publicity." *Global Media Journal -- Canadian Edition* 1.1 (2008): 89-106. Print.
- Gerbaudo, Paolo. "Introduction." *Tweets and the Streets: Social Media and Contemporary Activism*. New York: Pluto Press, 2012. 1-15. Print.

Recommended Reading:

- Ngata, Wayne, Hera Ngata-Gibson, and Amiria Salmond. "Te Ataakura: Digital Taonga and Cultural Innovation." *Journal of Material Culture* 17.3 (2012): 229-44. Print.

Assignment 4 (Intensive Research Essay) due by 11am, Thursday 29 October 2015