



GENERAL STUDIES COURSE PROPOSAL COVER FORM
ARIZONA STATE UNIVERSITY

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Film & Media Studies Department English
Subject FMS Number 110 Title Introduction to New Media Units: 3
Is this a cross-listed course? No

Is this a shared course? No If so, list all academic units offering this course
Course description:

Explores the cultural effects of new media technologies.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Julia Himberg Phone 480-727-0903
Mail code 0302 E-mail: Julia.Himberg@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Date:

Chair/Director (Signature):

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Attached syllabus and sheet below.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Attached assignment sheets and sheet below.
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Attached syllabus, assignment sheets, and attached sheet below.
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Attached syllabus and sheet below.</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
FMS	110	Introduction to New Media	L

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	At least 50% of the course requirement involves extensive gathering of evidence, critical reflection, and writing.	Grading breakdown in syllabus, p. 2. Each scholarly blog post is the equivalent of a research paper. The multimodal presentation requires incorporation of scholarly material and significant writing. The Code Academy exercise requires the writing of substantive material for a website.
C-2	All assignments involve critical inquiry of scholarly material and engagement with that material through literate practices, including writing for the web and multimedia writing practices.	Assignment sheets attached to syllabus.
C-3	All assignments are in-depth writing or speaking assignments. The blog post assignments are in-depth critical thinking pieces, while the presentation and video essay are multimodal writing projects of significant	See assignment sheets attached to syllabus.
C-4	Each project in the course builds on one another such that students receive feedback on their writing as soon as the first blog post assignment is posted, within a few weeks of the course.	See highlighted areas of syllabus and assignment sheets for timelines for due dates on writing projects. Specifically, blog posts and large video essay project has iterative feedback on proposals and drafts of projects.

FMS 110 - Introduction to New Media

Spring 2015

Course description: Explores the cultural effects of new media technologies.

Enrollment requirements: None

Units: 3

Repeatable for credit: No

General Studies: L or HU

Offered by: [College of Liberal Arts and Sciences](#)

FMS 110
Introduction to New Media
Spring 2015



Tuesday/Thursday, 10:30-11:45 a.m. (LS E-Wing 250)

Professor: Dawn Opel • dawn.opel@asu.edu • [@dawnopel](https://twitter.com/dawnopel)

Office hours: Thursdays 12-2 p.m. in LL 003 (basement) or by appointment (email me)

COURSE DESCRIPTION

Every aspect of our lives today — communication, entertainment, sports, politics, education, and personal relationships — has been influenced by new media. This course offers a critical introduction to new media technologies and cultures and to the economic and socio-political infrastructures that make them possible. In this class, we will discuss the historical development of new media and examine the implications of digital media for our identities, our communities, as well as our daily lives. We will ask: how can we think about new media in analytical ways? How does new media impact our society? Does it drive social and political change? How do new media forms reflect our cultural values and societal divisions? What makes new media different or the same from technologies that have come before?

REQUIRED READING

You do not need to purchase any books for this course. The weekly readings are available on the course's Blackboard site. Go to <http://asuonline.alasu.edu/> select the course, and click on "Contents." You can download and print out each article at your convenience, along with other course documents. Note that a direct link will be provided for several of the assigned readings.

COURSE REQUIREMENTS

1. Participation (5%)

Attendance, preparation, and active participation from all class members are necessary. The best discussions take place when everyone comes to class prepared so please be sure that you read assignments before coming to class and participate every session as an active listener, discussant, and writer. Please do not be shy about expressing your opinions. We all have different life histories and experiences so we will have different perspectives on the issues we discuss in class. This should be a comfortable space for all of us to share those opinions. We will more than likely disagree at times so it is essential that we are respectful to one another and not judgmental. This class is a safe and respected area for everyone.

2. Reading Response Journals (10%) C-1

C-2 **TWO** times during the semester, you'll be required to turn in a 1–2 page journal response to the course reading assignments. These journals should engage critically with the course readings and should demonstrate both a grasp of the material and your own analytical response to it. Simply saying whether you liked or disliked something is not sufficient; you should demonstrate careful, analytical thinking.

Due dates: January 27, March 17

3. Midterm Essay in class on March 5 (15%)

The midterm will be two short essay questions. It will cover all lectures, readings, and screenings from weeks 1–7.

4. Essay #1 due in class on February 10 (15%) C-1 C-4

C-2 C-3 For the first essay assignment, you will write a **FOUR page** critical analysis in which you analyze the relationship between *new media and identity*. You should address the topic from both a formal and historical perspective in order to show how social factors influence its development. This is an argumentative essay, which applies the issues raised in class to a topic that interests you. Once you have a topic, you should come up with an original argument for the paper. It is important that this paper not rehash arguments made by authors we've read or discussions we've had in class. This should be your own, unique take on a topic of your interest. While you do not need to bring in outside sources, you are required to use at least **TWO** sources from the class readings to support your argument. Please cite your source(s) using MLA style guidelines

5. Essay #2 due in class on April 2 (20%) C-1 C-4

C-2 C-3 This second paper assignment (**FIVE pages**) is designed to help you learn media research and analysis skills. For this essay, you will be taking **ONE** new media form (such as webisodes, YouTube channels, streaming video sites, or social network sites like Facebook) and researching its history and its relationship to earlier/other media forms (television, film, telephone, newspaper, magazines, etc.). This paper asks you to do primary research, but your

paper should combine description and analysis. Moreover, you should ultimately make a larger argument about your findings. What has your research taught you about new media? You are encouraged to consult with me about whether you are on the right track. C-4

YouTube Videos due online by April 22 (10%)

In small groups, you will create a short video, which will be posted on the class' YouTube channel. Each video should illustrate a specific concept covered during the course of the semester. This is an opportunity to work together to make something creative and imaginative that shows your vision of the ideas we discuss in class. I will provide instructions on the project in early April.

Final Essay Exam in class on April 30 (25%)

The final exam will be an in-class test and will consist of three essay questions drawing from readings, screenings, and lecture from weeks 8-15 of the semester.

You can earn up to 10% worth of extra credit with relevant postings on the course Blackboard site. During the course of the semester, you are welcome to post links to video clips, newspaper and magazine articles, websites, blogs, etc. that you come across. This is not a requirement but will be considered extra credit, which will be applied to your final grade.

COURSE EXPECTATIONS

Attendance is required for all class sessions. Missing **more than 3 class sessions** can result in a failing grade. All assignments must be handed in on time. Late work is not accepted, except in the case of unforeseen and/or unavoidable circumstances. Late work will not be accepted without instructor permission and make-up exams will be administered only with a doctor's note. In these instances, official documentation is required for the work to be accepted.

The midterm must be taken on the scheduled day and time: March 5 at 10:30am. No early midterms will be given.

The final exam must be taken at the scheduled exam time. If you have a medical emergency during the week of the final exam, you will need a formal letter from a doctor on official letterhead to document your illness. There will be no exceptions to this requirement. You may request an "Incomplete" on your course, provide the professor with appropriate documentation prior to the end of term, and make arrangements to complete the final assignment by a date set by the professor. Alternatively, you may fax a copy of your doctor's letter to the Film and Media Studies Program at (480) 965-9110 after informing the professor, and sit for a makeup exam (if offered) on the date set by the professo.

Excused absences related to religious observances/practices that are in accord with ACD 304-04, "Accommodation for Religious Practices."

Excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities."

Back up all work and plan ahead for all unexpected printing, scanning, or emailing problems. Technical failure, unfortunately, can and does happen, however it is not an excuse for late work.

Blackboard

I will use the Blackboard site (<http://asuonline.alasu.edu/>) to post announcements, assignments, and articles that we will discuss in class. Please check it at least once a week to be up to date on all course materials. Be sure you have an email account linked up with Blackboard so class emails will reach you.

Student Conduct

Please turn off your cell phones and other mobile devices during lecture and screenings. Close your laptops during the screenings.

DISABILITY ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class 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 the Disability Resource Center (DRC) is required. Disability information is confidential.

PLAGIARISM POLICY

In the “Student Academic Integrity Policy” manual, plagiarism is defined as “... using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” For further information, please consult: http://provost.asu.edu/academicintegrity/students#avoid_plagiarism
Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

COURSE SCHEDULE

Note: Screenings are subject to change without prior notice. Thus, it is crucial that you attend every lecture.

Readings should be completed before class on the day they are listed on the calendar.

A single asterisk (*) next to the reading means the article will be available online and a link will be posted on Blackboard.

Week 1: Introductions & overview of the course

T 1/13 – Welcome

Th 1/15 - Reading: Henry Jenkins, “Eight Traits of the New Media Landscape”*

Week 2: What is New Media?

T 1/20 Readings: Lev Manovich, “What is New Media?” pp. 43-48

Roger Silverstone, “What’s New about New Media?” pp. 10-12

Th 1/22 Reading: Henry Jenkins, “Introduction” pp. 1-24 in *Convergence Culture*

Screenings: *Frontline* (“Digital Nation”), *South Park* (“Over Logging”)

Week 3: YouTube

T 1/27 - Readings: Aymar Jean Christian, “The Problem of YouTube”*

John Seabrook, “Streaming Dreams: YouTube Turns Pro”*

Th 1/29 Reading: William Uricchio, “The Future of a Medium Once Known As Television” pp. 24-39 in *The YouTube Reader*

Week 4: Race Online

T 2/3 Readings: Kolko, Nakamura, & Rodman, “Race in Cyberspace...” pp. 1-14

TreaAndrea M. Russworm, “Now Watching: Black Web Series...”*

Th 2/5 Reading: Antonio López, “Circling the Cross” pp. 109-126

Screenings: *Celeste Bright*, *The Mis-Adventures of Awkward Black Girl*

Week 5: Gender & New Media

T 2/10 Reading: Sarah Banet-Weiser, “Branding the Post-Feminist Self”

Th 2/12 Reading: Justine Cassell & Meg Cramer, “High Tech or High Risk: Moral Panics about Girls Online” pp. 53-76

Screening: *Gossip Girl*

Week 6: Sexuality Online - The “It Gets Better” Campaign

T 2/17 Reading: Larry Gross, “Gideon Who Will be 25 in the Year 2012...” pp. 121-138

Th 2/19 Reading: Mary Gray, “Online Profiles...” pp. 121-140

Screenings: “It Gets Better” Campaign videos

Week 7: Is New Media Making Us Smarter?

T 2/24 Readings: Nicholas Carr, “Is Google Making Us Stupid?” pp. 63-75

Clay Shirky, “Does the Internet Make You Smarter?” *

Th 2/26 Screenings: News reports about the effects of new media

Week 8: New Media: What's New Is Old

T 3/3 Readings: Steven Shapin, "What Else Is New?" *The New Yorker**
Carolyn Marvin, "Introduction" pp. 3-8

Th 3/5 ***Midterm Exam***

Week 9: Spring Break (No Classes)

Week 10: Technological Determinism

T 3/17 Reading: Merrit Roe Smith, "Technological Determinism..." pp. 1-35

Th 3/19 Reading: Vincent Mosco, "Myth & Cyberspace" pp. 17-54

Screening: *The Matrix*

Week 11: Politics in the Digital Age

T 3/34 Reading: Henry Jenkins, "Photoshop for Democracy..." pp. 206-239

Th 3/26 Reading: Lance W. Bennett, "Changing Citizenship in the Digital Age"
pp. 1-24

Screening: ObamaGirl videos

Week 12: Digital Access

T 3/31 Readings: Susan P. Crawford, "The New Digital Divide" in *The New York Times**
Randall Livingstone, "The Myth of Classlessness in Apple's 'Get a
Mac' Campaign"*

Th 4/2 Reading: Ellen Seiter, "Practicing at Home..." pp. 27-52

Screening: *Growing Up Online*

Week 13: Ownership & Regulation: Net Neutrality

T 4/7 Readings: Eduardo Porter, "Keeping the Internet Neutral"*

Robert M. McDowell, "The FCC's Threat to Internet Freedom"*

Th 4/9 Readings: William Kunz, "Why Ownership Matters" pp. 1-13

John McMurria, "Strategic Liberalism and Media Reform"*

Week 14: Power, Labor, & Surveillance

T 4/14 Reading: Andrew Sullivan, "The Blogging Revolution"*

Th 4/16 Reading: Janet Wasko and Mary Erickson "The Political Economy of
YouTube" pp. 372-386

Week 15: Youth & the Internet

T 4/21 Reading: Ellen Seiter, "Worldwide Wrestling Entertainment's Global Reach..."

Screening: *WWE: Money in the Bank 2010*

Th 4/23 Reading: Sonia Livingstone, "Childhood, Youth, and the Changing Media
Environment" pp. 1-29

Week 16: Screenings of YouTube Videos/Final Exam

T 4/28 Screenings of YouTube Videos/Final Exam Review

Thursday April 30: *Final Exam*****

FMS 110: Introduction to New Media

Essay #1 Prompt

DUE DATE: In class on February 10 (15%) C-4

Assignment:

C-2 C-3 For the first essay assignment, you will write a FOUR page critical analysis in which you analyze the relationship between new media and identity (in terms of gender, race, or sexuality). You should address the topic from both a formal and historical perspective in order to show how social factors influence its development. This is an argumentative essay, which applies the issues raised in class to a topic that interests you.

C-2 C-3 Once you have a topic, you should come up with an original argument for the paper. It is important that this paper not rehash arguments made by authors we've read or discussions we've had in class. This should be your own, unique take on a topic of your interest. In addition, your paper should use specific scenes from class screenings that support your argument. Be sure to provide actual quotes and/or descriptions from scenes that you think make the best case for your argument. Each body paragraph should include detailed descriptions of particular aspects of the show that illustrate the point you're trying to make. Avoid summarizing scenes or entire episodes, instead focusing on the key elements of a show that back up your thesis statement.

For this assignment, use examples from either *Gossip Girl*, *Osiris*, *The Misadventures of Awkward Black Girl*, or videos from the "It Gets Better" campaign.

Sources:

C-3 Your paper must incorporate at least different 2 READINGS from the course. Select readings that you think support your argument the most effectively and that you can quote in several sections of the paper. When incorporating material from the articles do not simply follow the quotes with a summary; rather use quotes to support your ideas. Explore the implications and usefulness of the reading.

Be sure to properly cite all sources. Your paper must include a works cited page (use MLA format).

Tips & Guidelines:

- Italicize TV show titles, do not underline or use quotation marks around them.
- Your paper should be double-spaced, 12-point standard font, with 1" margins.
- Use quotation marks around episode titles. You do not need to include a cover page, but if you do, it does not count as part of the page requirement for the paper.
- Before you hand in your paper, examine your argument for errors in logic.
- Double check the spelling of author names and the titles of books/articles you cite.
- Carefully, proofread a hard copy of the paper. Spell-check does not catch all errors so be

sure to read for spelling and grammatical errors on your own.

- As you're writing, make an electronic backup of your paper in the event of technological problems.
- Keep plot summary short and concise. Focus more on ANALYSIS C-2 C-3
- Remember, the purpose of criticism is to illuminate the possible meanings behind a program for someone else, to help them see what you saw and think of the show in a new way. C-3

Grading: C-2

Papers will be evaluated based on the quality of your argument, the complexity of ideas, logic, style, mechanics (spelling, grammar, punctuation), organization, clarity, and general level of analysis. Other than cases of extreme and documented medical/family emergency, no late papers will be accepted. This paper is worth 15% of your course grade.

FMS 110: Introduction to New Media

Essay #2 Prompt

DUE DATE: In class on April 2 (25%) C-4

Assignment:

C-2 C-3 For the second essay assignment, you will write a FIVE page persuasive argument. For this essay, you will be taking ONE new media website (such as YouTube, Twitter, Facebook, Huffington Post, Pinterest, etc.) and researching its history and its relationship to earlier/other media forms (television, film, telephone, newspaper, magazines, etc.). Your task is to persuade your reader how the form and history of this particular website is related to earlier media. However, it is not enough to simply write about a website's similarities to another type of media like television or newspapers. You must first use the site's history and form to convince your reader that it is not a completely new phenomenon, but rather is built on the history of earlier media. Your second task in this essay is to persuade the reader that this history matters. This is the "so what?" part. For example, you could address how this history relates to ideas of technological determinism or the impact of old media on new media, and other relevant topics we've discussed in class. This second part addresses the larger significance of your topic and what your research has taught you about new media. I encourage you to consult with me about your topic to see whether you are on the right track. C-4

Sources:

C-3 Your paper must incorporate at least different 1 READING FROM THE COURSE AND 2 OUTSIDE READINGS. The outside readings need to come from sources like the *The New York Times*, *The Wall Street Journal*, *LA Times*, *San Francisco Chronicle*, *Wired Magazine*, etc. These kinds of sources will be especially helpful in researching your website's history and understanding some of its connections to earlier media forms. You may NOT use Wikipedia as a source for this assignment.

If you visit the ASU Libraries Home Page (<http://lib.asu.edu/>), you will find a link to "LexisNexis." Here, you will find databases that archive a number of the newspapers and journals listed above. If you do not know how to make full use the library's resources, you can always make an in-person appointment with a reference librarian, give them a call or send an email. They are very helpful and respond in a timely manner. All of the information for how to do so is also located on the ASU Libraries Home Page. Select readings that you think support your argument the most effectively and that you can quote in several sections of the paper. When incorporating material from the articles do not simply follow the quotes with a summary; rather use quotes to support your ideas. Explore the implications and usefulness of the reading. Be sure to properly cite all sources. You must use parenthetical citations in the body of your paper and your paper must include a works cited page at the end (use MLA format).

Tips & Guidelines:

- Your paper should be double-spaced, 12-point standard font, with 1" margins.
- You do not need to include a cover page, but if you do, it does not count as part of the page requirement for the paper.
- Before you hand in your paper, examine your argument for errors in logic.
- Double check the spelling of author names and the titles of books/articles you cite.
- Carefully, proofread a hard copy of the paper. Spell-check does not catch all errors so be sure to read for spelling and grammatical errors on your own.
- As you're writing, make an electronic backup of your paper in the event of technological problems.
- Remember, the purpose of criticism is to illuminate the possible meanings behind a website's history for someone else, to help them see what you saw and think of the website in a new way.

Grading:

C-2 C-3 Papers will be evaluated based on the quality of your argument, the complexity of ideas, logic, style, mechanics (spelling, grammar, punctuation), organization, clarity, and general level of analysis. Other than cases of extreme and documented medical/family emergency, no late papers will be accepted. This paper is worth 25% of your course grade.

FMS 110: Introduction to New Media

READING RESPONSE #1 – Due January 27

PROMPT: **C-2** New media is often defined only as a set of technologies. Using ONE reading from weeks 1 through 4 as support, explain why this is a problematic definition.

- Your reading response should be 1-2 pages typed and double-spaced in 12-point Times New Roman font.
- **C-2** Write an ANALYSIS, not just a summary of the reading you choose. Use the reading as the basis for an original thought or line of argument.
- Be sure to incorporate quotes from the reading: when you incorporate quotes, they should be more than just descriptive - they need to be support for a point you are making.
- When you cite an author's work, at the end of the sentence put the author's name and source page # in parentheses: (Feuer, 78). Include a bibliography at the end of the document.
- If you reference screenings in your response, italicize TV show titles. Episode titles should be in quotation marks (ex. Show title: *South Park*, episode title: "Over Logging").
- Please include a title for your paper and put your last name and page number on every page of your paper.
- Proofread your work carefully – use spell-check and read it over yourself for errors.
- You must turn in two copies of your paper: one in class and the other electronically via Blackboard.

Grading:

C-2 Papers will be evaluated based on the quality of your analysis, style, mechanics (spelling, grammar, punctuation), organization. Although this is a short response, please keep in mind that a well-written paper has a strong, unique, and clearly articulated main idea that is presented succinctly and carried throughout the paper. It is free of grammatical errors, misspellings and typos. It is mechanically sound, insightful, and your unique voice and distinct perspective is apparent.

FMS 110: Introduction to New Media

READING RESPONSE #2 – Due March 17

PROMPT: **C-2** Describe the ways that YouTube has been influenced by the television medium. What aspects of television technology and culture has YouTube made integral to its own structure? At the same time, how has YouTube impacted television programming and aesthetics? In your response, be sure to draw on specific examples to illustrate each point that you make.

- Your reading response should be 1-2 pages typed and double-spaced in 12-point Times New Roman font.
- **C-2** Write an ANALYSIS, not just a summary of the reading you choose. Use the reading as the basis for an original thought or line of argument.
- Be sure to incorporate quotes from the reading: when you incorporate quotes, they should be more than just descriptive - they need to be support for a point you are making.
- When you cite an author's work, at the end of the sentence put the author's name and source page # in parentheses: (Feuer, 78). Include a bibliography at the end of the document.
- If you reference screenings in your response, italicize TV show titles. Episode titles should be in quotation marks (ex. Show title: *South Park*, episode title: "Over Logging").
- Please include a title for your paper and put your last name and page number on every page of your paper.
- Proofread your work carefully – use spell-check and read it over yourself for errors.
- You must turn in two copies of your paper: one in class and the other electronically via Blackboard.

Grading:

C-2 Papers will be evaluated based on the quality of your analysis, style, mechanics (spelling, grammar, punctuation), organization. Although this is a short response, please keep in mind that a well-written paper has a strong, unique, and clearly articulated main idea that is presented succinctly and carried throughout the paper. It is free of grammatical errors, misspellings and typos. It is mechanically sound, insightful, and your unique voice and distinct perspective is apparent.