

Course: ICT 325-201

Multimedia & Technology

Term: Spring 2023

Credit hours: 3

Meeting days/time/location: Asynchronous, on Canvas

Instructor Information

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Office hours: TBD, and by appointment on Zoom.

Preferred method of communication: Email. Please put course number in subject line. I try my best to respond within 48 hours.

Overview

Course Description: This course is designed to engage students with the deployment of multimedia within contemporary interactive technologies, including their historical and cultural contexts, underlying platforms, visual cultures, sociocultural dynamics, and technical components. The objective of this course is to help students cultivate conceptual tools that are of practical relevance that can be used while creating and engaging with multimedia tools, platforms, and artifacts both in their professional and personal lives. To this extent, the readings are carefully chosen to introduce foundational concepts of new media (Unit 1), associate and apply these concepts in their daily lived lives (Unit 2), and critically think about some of the broader implications of new media (Unit 3). The assignments are designed to cultivate critical analytical thinking by helping students apply the insights to day-to-day examples. Students are also required to complete two multimedia tool workshops as a part of their curriculum in order to gain practical skills.

Course Objectives:

- ∴ Identification of different uses of ICT and evaluation of their affordances in society.
- ∴ Application and evaluation of basic technology resources.

∴ Clear and coherent communication using multiple modes of communication.

Textbook: There is no required textbook for this course. Readings will be made available through Canvas.

Academic Policy Statements:

Excused Absences

Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

Accommodations Due to Disability

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email \(drc@uky.edu\)](mailto:drc@uky.edu) or visit their [website\(uky.edu/DisabilityResourceCenter\)](http://uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

All of the Senate’s [Academic Policy Statements](https://www.uky.edu/universitysenate/acadpolicy) can be read here: (<https://www.uky.edu/universitysenate/acadpolicy>)

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](https://www.uky.edu/regs/gr14)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those

based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Rules regarding Academic Offenses:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Resources Available to Students:

[UK Libraries](#) provide space to study, research assistance, citation help, and many items to check out (even board games).

There are many [tutoring and coaching resources](#) for students specific to discipline (math, physics, engineering, etc), project (presentations, infographics, research), and writing.

The [Big Blue Pantry](#) is the free, on-campus student food pantry. We are open to all students - all you need is an active UK Student ID! Check the website for current hours. You can also visit [ONE Café](#) for a \$1 lunch.

The University offers a variety of resources to students. Visit the University Senate's [Resources Available to Students](#) to access that list (<https://www.uky.edu/universitysenate/student-resources>).

Assessments:

Participation: 25%

Assignment 1: 15%

Assignment 2: 15%

Assignment 3: 15%

Assignment 4: 15%

Assignment 5: 15%

Participation in Discussion Boards: In this course, participation is measured by your contributions to the online discussions each week. Each class member must contribute regularly to each weekly set of Discussion Board questions. Participation is worth 20% of your final grade. Due weekly.

3 posts per module: A

2 posts per module: B

1 post per module: C

Posts include 1 original answer to the weekly questions and at least 1 (for a B) response to a classmate. Answers and responses should be informed, thoughtful contributions that advance the discussion.

Assignment 1: Make your own meme (Week 4)

For this assignment, you will create your own meme! You are free to pick the theme and the message you want to send. Along with your meme, you are to write a 1-page report explaining how you addressed these 4 Ingredients when creating your meme, as well as addressing these 2 questions (1) according to the week's video lecture, what type of meme is yours (original, remix, mimicry), and why? (2) which ICTs did you use to create your meme (from hardware: phone, laptop, desktop, tablet, etc, to software: photoshop, meme-generating apps, GIMP, etc.)?

Assignment 2: Viral moments (Week 7)

For this assignment, you will identify a viral moment and identify how and why it went viral. You are to write a 1-page report explaining how and why the content went viral. Address if the content was made with the intent of virality or if it was serendipitous virality.

Assignment 3: Emoji proposal (Week 11)

For this assignment, you will submit an Emoji Application proposing a brand new Emoji, which should follow the real guidelines provided by the Unicode Consortium: <https://unicode.org/emoji/proposals.html>

Your Emoji Proposal should follow this

template: https://unicode.org/emoji/proposals.html#emoji_proposals_form

You don't need to provide a Zip File with your proposal, instead, just add the 72x72 pixel images (colored and black and white) to the document. The images should follow this standard: <http://unicode.org/emoji/proposals.html#images>

Assignment 4: Online community analysis (Week 16)

Join an online community on Reddit, Discord, YouTube, or Facebook (or other platform of your choosing) for at least one week. Participate in the community by posting or responding at least twice. If you currently belong to a community in one of these spaces, please choose another one.

Write about your experience in your blog post, including the following points:

- Please report the community and username.
- Community guidelines:
- Challenges you found. What activities were harder to get used to, which ones seemed natural.
- Interactions you had with either things or people. Was it easy to chat, buy clothes or meet people.
- Your expectations for future interactions within second life: What things you think would be interesting to explore or what activities seem like they would be fun to do within second life.
- A short personal view on your experience. Do you think second life can provide a good environment to foster a community? Why or why not.
- This assignment should be about 3 pages, double spaced, and 12 point font size.

Assignment 5: Podcast (various due dates)

The podcasts will be due on Monday (of the chosen week/theme) at 11am, and they should be around 6 to 11 minutes. Please follow these guidelines and tips on how to make an effective podcast: <https://blog.bufferapp.com/podcasting-for-beginners>

You will cover the readings assigned to the chosen theme/week, as well as bring new information to your podcast. Thus, you will need to do some more research about the chosen theme/topic in order to go beyond the readings. You can choose to submit the audio file, or, in case you would like to publish it somewhere, the link to your podcast.

Schedule determined the first week of class.

Weekly Schedule & Readings

Week 1: Introductions and Syllabus

- ∴ Syllabus
- ∴ Canvas page

Week 2: Ethics, Freedom of Speech, and New Media

- ∴ Manovich, L. (2002). What is new media? *The new media theory reader*. [Canvas]
- ∴ Pinkus, B.M. (2021). The limits of free speech in social media. *Accessible Law*, April 26. <https://accessiblelaw.untDallas.edu/limits-free-speech-social-media>
- ∴ Postman, N. (1998). Five things we need to know about technological change. Lecture, March 28.
<https://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf>

Week 3: Podcasts

- ∴ Podcast Radio Hour. (2019). A history of podcasts.
<https://www.bbc.co.uk/sounds/play/m0003tqk>
- ∴ García-Marín, D. (2020). Mapping the factors that determine engagement in podcasting: design from the users and podcasters' experience. *Communication & Society*, 33(2), 49-63. [Canvas]
- ∴ Boling, K. (2019). [True crime podcasting: Journalism, justice, or entertainment?](#) *Radio Journal: International Studies in Broadcast & Audio Media*, 17(2), 161-178.

Week 4: Memes

- ∴ McMulloch, G. (2019). Memes and internet culture. *Because internet: Understanding the new rules of language*. [Canvas]
 - ∴ Mina, A.X. (2019). A contest of memes: Power play. *Memes to movements: How the world's most viral media is changing social protest and power*. [Canvas]
- ⇒ Make your own meme assignment

Week 5: Cats of the Internet

- ∴ Mina, A.X. (2019). The revolution of the cat. *Memes to movements: How the world's most viral media is changing social protest and power*. [Canvas]

Week 6: Hashtags

- .: Panko, B. (2017). A decade ago, the hashtag reshaped the internet. *Smithsonian Magazine*, August 23. <https://www.smithsonianmag.com/smart-news/decade-ago-hashtag-reshaped-internet-180964605/>
- .: Highfield, T. & Leaver, T. (2015). A methodology for mapping Instagram hashtags. *First Monday*, 20(1). <https://firstmonday.org/ojs/index.php/fm/article/view/5563>
- .: Cho, N. (2021). Do you use accessible hashtags? <https://www.tiktok.com/@yourkoreandad/video/6935287238754323717>

Week 7: Going Viral

- .: Barton, H. (2017). Tactical virality. *Real Life Magazine*, February 14. <https://reallifemag.com/tactical-virality/>
 - .: Greenwald, M. (2021). Audience, algorithm, and virality: Why TikTok will continue to shape culture in 2021. *Forbes*, April 1. <https://www.forbes.com/sites/michellegreenwald/2021/04/01/audience-algorithm-and-virality-why-tiktok-will-continue-to-shape-culture-in-2021/?sh=54d2c7962af7>
 - .: Wei, E. (2020). TikTok and the sorting hat. *Remains of the Day*, August 4. <https://www.eugenewei.com/blog/2020/8/3/tiktok-and-the-sorting-hat>
- ⇒ Viral moment assignment

Week 8: Trolling

- .: March, E. (2020) New research shows trolls don't just enjoy hurting others, they also feel good about themselves. *The Conversation*, September 16. <https://theconversation.com/new-research-shows-trolls-dont-just-enjoy-hurting-others-they-also-feel-good-about-themselves-145931>
- .: Carter Olson, C.S. & LaPoe, V. (2017). "Feminazis," "libtards," "snowflakes, and "racists": Trolling and the Spiral of Silence effect in women, LGBTQIA communities, and disability populations before and after the 2016 election. *Journal of Public Interest Communications*, 1(2). [Canvas]

Week 9: Dark Web

- .: Chertoff, M. (2017). A public policy perspective of the Dark Web. *Journal of Cyber Policy*, 2(1), 26-38. <https://www.tandfonline.com/doi/pdf/10.1080/23738871.2017.1298643?needAccess=true&>

- ∴ Dark Web documentary. (2021).
<https://www.youtube.com/watch?v=cL3pEe47qyk> (41 mins)

Week 10: SPRING BREAK



Week 11: Emoji

- ∴ McMulloch, G. (2019). Emoji and other internet gestures. *Because internet: Understanding the new rules of language*. [Canvas]
∴ Emoji kitchen: <https://emoji.supply/kitchen/>
⇒ Emoji application assignment

Week 12: Remixes, Challenges, Trends

- ∴ Grace Falgoust, G., Winterlind, E., Moon, P., Parker, A., Zinzow, H., & Madathil, K.C. (2022). Applying the uses and gratifications theory to identify motivational factors behind young adult's participation in viral social media challenges on TikTok. *Human Factors in Healthcare*, 2(December).
<https://www.sciencedirect.com/science/article/pii/S2772501422000112>
 - Uses and Gratification theory explained.
https://www.youtube.com/watch?v=aopqPs7rb_Q

Week 13: Video Game Streamers

- ∴ Taylor, T.L. (2018). Live streaming as media. *Watch Me Play: Twitch and the Rise of Game Live Streaming*. <https://www-jstor-org.ezproxy.uky.edu/stable/j.ctvc77jqw.10>
∴ Esports: Inside the relentless training of professional gaming stars. (2018).
<https://www.youtube.com/watch?v=box4SFtGvA0>

Week 14: Influencers

- ∴ Brown, S. (2022). Hustle and hype: The truth about the influencer economy. *The Guardian*, February 24.
<https://www.theguardian.com/fashion/2022/feb/24/hustle-and-hype-the-truth-about-the-influencer-economy>
∴ Willment, N. (2022). 'Influencer' is now a popular career choice for young people – here's what you should know about the creator economy's dark side. *The Conversation*, June 28. <https://theconversation.com/influencer-is-now-a-popular-career-choice-for-young-people-heres-what-you-should-know-about-the-creator-economys-dark-side-185806>

Week 15: Online Communities

- .: Fiesler, C. (2020). The Life and Death of Fandom Platforms | LiveJournal, Archive of Our Own (AO3), Tumblr, and ??? [video]
<https://www.youtube.com/watch?v=xzQO-vkX3q0> (28:27)
 - .: Powell, P. (2019). Case study on effective online communities.
<https://medium.com/@peterpowell/case-study-effective-online-communities-e8140d2c78b9a>
- ⇒ Online community analysis assignment

Week 16: Wrap Up