

Syllabus COM255L111: Comm on the Internet (aka Concepts in Networked Media)

Time/ Room: M 2:00–4:45p/LT209

Prof. Brett Phares, 136A LTC, Brett.Phares@marist.edu

Office Hours: M 1-2p; W 11a-5p; TH 11a-12p

Overview:

This course explores the Internet as a medium of communication. Through hands-on production of net-ready media, including creation of content for the web (streaming media and other rich content), as well as discussion of its theoretical and historical underpinnings, students will to understand the considerable impact networked media exerts on us individually and socially.

Learning Objectives:

By the end of this course the student will develop:

- An understanding of the Internet, its history, basic structure and functions
- An appreciation of the social impact of the Internet as a medium of communication
- The ability to evaluate and critique sites on the World Wide web (WWW)
- The ability to write Hypertext Markup Language (HTML) code in a simple text editor, to the use of a WYSIWYG tools such as Dreamweaver
- The ability to integrate networked media and other elements into Web pages that form useful Web sites.
- An appreciation of the theoretical perspectives relevant to the analysis of the Internet and the World Wide Web as interpersonal and mass media of communication.

Achievement of these objectives will be evaluated through class attendance and participation, written blogs and class projects, two oral presentations, and the effort you put into these activities.

Required:

J. R. Okin, *The Information Revolution: The Not-for-dummies Guide to the History, Technology, And Use of the World Wide Web*: Ironbound Press, 2005.

[Account at 1and1.com/](http://1and1.com/)

Schedule and Readings:

*Non-textbook readings available at Marist Library Research Database

Module 1: Pre-Web Internet and Information Management

Introduction

History of the Internet

Trends in Computer Mediated Communication

Topography of Internet communications

Looking at Web sites - web page evaluation, by audience, by function/need

Read: Okin, Chap. 0, 1; Walther, J. B. (1997). Group and interpersonal effects in international computer-mediated collaboration. *Human Communication Research*, 23(3), p. 342

Module 2: “The Web is Born”

"Web page critique" due
Analysis of the Internet as a medium of communication.
Your first web page
Web page design
Page-makeup, formatting and properties
Intro to basic Photoshop.
Graphics for the web / Integrating graphics with web pages.
Hyperlinks, lists and tables.
FTP and setting up sites.
Begin personal pages.

Read: Okin, Chap 2, 3; *Morris, M. & Ogan, C. (1998). The Internet as Mass Medium. *Journal of Communication*, Vol. 46(1) at <http://jcmc.huji.ac.il/vol1/issue4/morris.html>

Module 3: The Networked Media Web and its Multiple Personalities

Instant Messaging / Personal Homepages
Web cams and Internet Communications / Web-conferencing
Hackers and other nuisances
Set topics for research position paper.

Read: Okin, Chap 4, 5, 6 & 7; *Beckman, D. (2002). Candid webcam. *ABA Journal*, 88, p. 54; *Dominick, J. R. (1999). Who do you think you are? Personal home pages and self-representation on the World Wide Web. *Journalism and Mass Communication Quarterly*, 76(4), pp. 646-659; *Goldsborough, R. (2001). Instant messaging for instant communications. *Link – up*, 18(3), p. 7; *Papacharissi, Z. (2002). The presentation of self in virtual life: Characteristics of personal home pages. *Journalism and Mass Communication Quarterly*, 79(3) pp. 643-661; Spinks, N., Wells, B. & Meche, M. (1999). Netiquette: a behavioral guide to electronic business communication. *Corporate Communications*, 4(3), p.145.

Mid-term presentations of personal sites

Module 4: Web 2.0 and looking for The Semantic Web

Collaborative Applications
Internet Telephony
Producing networked media content (sound and animation)
Streaming radio and streaming television on your Web page
Introduction to Dreamweaver
Stylesheets
Javascript, XML, ASP, JSP
Site design and management
Start work on final sites
Research presentation

Read: Okin, Chap 8; *Noack, D. (2001). Audio and video newscasts proliferate on the Internet. Link – up.18(3) p. 2; *Warkentin, M. E., Sayeed, L. & Hightower, R. (1997). Virtual teams versus face-to-face teams: An exploratory study of a Web-based conference system. *Decision Sciences*, 28 (4), pp. 975-996.

Module 5: Networked Media(arts)/Emerging Technologies

Access

The truth is out there - Web Content Analysis and Web Ethnography.

Pre-testing and critique of final sites in progress

Production

Presentation of final sites

Read: *Lin, C. A. (2001). Comparing distinctions and similarities across Websites of newspapers, radio stations, and television stations. *Journalism and Mass Communication Quarterly*, 78(3), pp. 555-574; *Lindlof, T. R. & Shatzer, M. J.(1998). "Media ethnography in virtual space: Strategies, limits, and possibilities." *Journal of Broadcasting & Electronic Media*, 42(2), pp. 170-189.

Assessment

1. Attendance, Participation and Blog (20%)

A. Outcome: The student will elaborate on their exploration of networked media using a blog format as a journal/sketchbook of experiences with networked media.

B. Assessment: By end of semester, student will have amassed a min. 20 entries in their blog (excluding exercises and projects) on ideas relating to networked media of their choice. The blog will include observations on the nature of its intended message, use and audiences; the blog will allow the student to reflect on the aesthetic, functional and/or intellectual value of their networked media work.

C. Connections with goals: This assignment is designed to encourage students to develop critical evaluation skills and to have the experience of articulating their views not just for themselves but for the Web audience. The exercise is particularly useful towards industry, and relates to the college goals of cultivation of a free and enlightened mind through the discipline of scholarly study and dialogue, and exploring ways in which academic excellence may be enhanced by state-of-the-art information and communications technology. This assignment also addresses the communication program goals requiring students to be able to speak and write effectively.

D. Connection with expected learning outcomes: This work relates to the stated learning outcomes of competency in the Critique and evaluation of new media content.

2. Individual weekly projects (30%)

A. Outcome: Students will use digital tools to amass a portfolio of networked-based work.

B. Assessment: Students will be graded on the following criteria: a) Technical quality of the projects; b) Content, Is the overall treatment relevant, is the content timely, grounded to a specific audience, and does it motivate the user in the right direction.

C. Relationship to Goals: This item emphasizes individual mastery of basic skills introduced in the classroom. The student will be evaluated on his or her ability to use the knowledge and skills gained in class to create actual projects. This relates to the

College-wide goal of application of theory to hands-on practice. It also relates to the program mission specifying that investigation centers on the ways in which human beings purposefully utilize symbols in interaction to create or modify a socially meaningful world.

D. Connection with expected learning outcomes: This assignment relates to the stated learning outcomes of competency in:

- Critique and evaluation of networked media content
- Creation of raw networked media content
- Manipulation of pre-shaped networked media content
- Digital image manipulation and editing
- Digital Animation/Video and Editing
- Digital Audio creation, capture, manipulation and Editing

3. Mid-term Oral presentation (20%)

A. Outcome: The student will elaborate on aspects of networked media, emphasizing salient points and critiquing content and design on the portfolio amassed up to mid-term.

B. Assessment: presentation in class on a networked media project of the student's choice.

The presentation should last ~5-7 minutes, during which time student will cover: a) The nature of the networked media projects, its intended message, use and audiences; b) A critique of the content of the project in terms of its aesthetic value, intellectual value, and relevance to its intended audience; c) A critique of the design of the projects in terms of usefulness, ease of use, and structural or conceptual design metaphors. Student will also be graded on the overall effectiveness in exploring the points above.

C. Connections with goals: This assignment is designed to encourage students to develop critical evaluation skills and to have the experience of articulating their views to an audience. The exercise is particularly useful towards industry, and relates to the college goals of cultivation of a free and enlightened mind through the discipline of scholarly study and dialogue, and exploring ways in which academic excellence may be enhanced by state-of-the-art information and communications technology. This assignment also addresses the communication program goals requiring students to be able to speak and write effectively.

D. Connection with expected learning outcomes: This work relates to the stated learning outcomes of competency in the Critique and evaluation of networked media content.

4. Final oral presentation (30%)

A. Outcome: Student will present their final project, administered in the final exam time slot, covering all aspects of the final project. The presentation should last ~5-7 minutes, during which time student will cover: a) The nature of the networked media project, its intended message, use and audiences; b) A critique of the content of the project in terms of its aesthetic value, intellectual value, and relevance to its intended audience; c) A critique of the design of the project in terms of usefulness, ease of use, and structural or conceptual design metaphors. Student will also be graded on the overall effectiveness in exploring the points above.

B. Assessment: Oral presentation on final networked media project. The presentation will cover: a) The nature of the networked media project, its intended message, use and audiences; b) A critique of the content in the project in terms of its aesthetic/functional/intellectual value, and relevance to its intended audience; c) A critique of the design of the projects in terms of usefulness, ease of use, and structural or conceptual design

metaphors. Student will also be assessed on the overall effectiveness in exploring the points above.

C. Connection with Goals: This item will test recall of course material. It relates to the College-wide goal of cultivation of a free and enlightened mind through the discipline of scholarly study and dialogue. This assignment is designed to encourage students to develop critical evaluation skills and to have the experience of articulating their views to an audience. The exercise is particularly useful towards industry, and relates to the college goals of cultivation of a free and enlightened mind through the discipline of scholarly study and dialogue, and exploring ways in which academic excellence may be enhanced by state-of-the-art information and communications technology. This assignment also addresses the communication program goals requiring students to be able to speak and write effectively.

D. Connection with expected learning outcomes: This work relates to the stated learning outcomes of competency in the Critique and evaluation of new media content.

Attendance

Students will be expected to attend all sessions and hand in all assignments on time. Absence or failure to hand in assignments will be excused only with acceptable documentation from a Marist College official. There will be no re-sits of the mid-term or final presentations except for medical or college-validated absences with documentation. If you have to miss class, you will need to spend time with a classmate to catch up. If you miss 4 classes, you will not receive an "A".

Content and Copyright

Wherever possible, students are urged to develop original content. This includes artwork, photography, video and music. Under no circumstances will the instructor condone republishing of copyright material on the web or elsewhere, unless intention is clearly articulated through other theory and purpose. Students choosing to appropriate networked media content from any other source must obtain written permission from the relevant copyright owner.

Grading

These are guidelines which I will be using to determine grades:

A Student explored, researched, experimented, learned and was fully involved in the class and with all aspects of his/her work. He/she produced excellent work that was some of the best in class.

B Student satisfied assignments, but lacked full involvement and inspiration. Work was good, but not among the best in class.

C Student satisfied assignments with some effort, but with problems in understanding of ideas, satisfactory manipulation of the material, lacked involvement. Work was adequate.

D Student turned in incomplete or poorly executed assignments. If completed, work was not as good as most students in the class.