DESCRIPTION
This course offers an introduction to the sociological, cultural, and historical dimensions of the Internet. More specifically, the course introduces students to the logical analysis of the Internet as a communication technology through a broad introduction to media studies, the history of technology, and current Internet practices. This course satisfies a Core course requirement for the Digital Arts and Culture Program, both the Certificate and Committee Interdisciplinary Major (CIM), and counts as a GER Humanities requirement.

RATIONALE
In a relatively short period of time, The Internet, a convergence of various technological processes, have radically altered the way in which organizations and individuals work, shop, communicate and define leisure activity, among other things. Once such phenomenon that has arisen in recent years as a result of the proliferation of interconnected networks is Computer Mediated Technology (CMC). Concepts of human time, language and texts themselves have been reorganized, and new communities have arisen and produced sets of accepted practices and etiquette as a result of these means of information transfer for institutional and interpersonal communications. These rapid and pervasive shifts have created an "Internet Culture," as new systems of symbols and meanings arise, and impress profound changes upon the cultures at large, while existing institutions and governments strive to produce rules and regulations to keep up with these new behaviors and tools.

GER-HUMANITIES CRITERIA and OUTCOMES
This course will count toward the University’s general education Humanities requirement (GER HU). This course, like other courses associated with the Humanities discipline, is concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. In this course, you will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence; the exercise of judgment and expression of ideas; and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

JAMS 113 Internet Culture Course Outcomes
Students successfully completing the course will be able to:

- Identify and be able to summarize applicable research material which contributes to the related fields of Internet Studies
- Recognize ways in which production and understanding of knowledge in the current evolving, networked, globalized, digital information society has changed from previous knowledge cultures and generations
- Analyze the value of different kinds of publication, presentation and knowledge production accessed through computer interfaces and digital networks
- Apply ethical, sociological, or ideological frameworks to various activities that are made possible through by the use of the network
- Develop coherent and persuasive arguments using the research material, as constructive interaction with peer feedback communities

**How students will demonstrate achievement in these Outcomes**

Through written essays, students will demonstrate achievement in each of the above learning outcomes. The essays that the students produce will be evaluated and assigned a value by using a rubric which discusses varying degrees of success, or areas where special attention is needed in the following categories: a) Content, demonstrating understanding of the specific course material, relating to the ideas and concepts of Internet practices, communication, and culture; b) Quality of writing, indicating correct spelling and grammar, thoroughly explained, clearly answered, and easy to follow line of thinking; and critical thinking, showing that the student has learned from the course materials and that the writing is precise and persuasive, showing interest and cultural objectivity with the issue.

Students will be provided with feedback for each essay, showing the connection between the expectations of the writing presented in the rubric and the actual work. If the student, from one essay to the next, is seen as integrating particular feedback to improve the writing, scores will increase. If the student fails to acknowledge the feedback, either in the writing areas of content and attention to the detail of the requirements, technical and organization, or in aesthetic and critical thinking, then the score from one essay to the next will not increase.

**Statement of time investment by the average student**

Here’s a statement of hours the average student will spend in various in-class and outside activities. See UWM faculty document 2838. For example: JAMS 113 is a 3 credit course. Students will devote approximately 144 hours to this course in the following activities:

- Reading book chapters, watching video lectures and accessing web based materials in the interactive electronic text including videos and articles, 48 hours, avg. 12 hours/week, 2-3 hours/day.
- Reviewing materials for quizzes and taking quizzes in the interactive electronic text/workbook, 16 hours, avg. 4 hours/week.
- Researching, writing, revising, and editing essays, 48 hours, avg. 12 hours/week, 2-3 hours/day.
- Participating in discussion comments by reading and writing thoughtful comments, 32 hours, avg. 8 hours/week.

POLICIES

1. Special Consideration: The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.

2. Students with disabilities: If you will need accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible.

3. Religious observances: Students will be permitted to make up assignments when (a) There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and (b) The student has notified the instructor, within the first three weeks of the beginning of classes of the specific days or dates on which he or she will request relief from an examination or academic requirement.

4. Incompletes: A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

5. Discriminatory conduct (such as sexual harassment): The University will not tolerate discriminatory conduct. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

6. Academic misconduct: Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

7. Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

8. Grade appeal procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
For further information about university policies, please see the Secretary of the University’s Web site (http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**MATERIALS AND SUPPLIES**

Reliable access to the Internet is a must as you will complete assignments, quizzes, and exams via Canvas.

**See list of UWM computer labs:**
http://www4.uwm.edu/technology/authenticated/computer_labs/campus/

**Required Course Book:**
In the Summer 2018 Semester we will use an interactive electronic text/workbook.

**Title:** Internet Culture  
**ISBN #:** 9781680753967  
**Or ISBN:** 9781680753974  
**Material:** 5.5 in. X 8.5 in. Access card  
**Suggested Retail:** $72

If you have purchased the required text directly from the publisher at http://grtep.com, you will not have an access code, but you can find instructions on the login screen.

If you have purchased the text from the epanther bookstore, https://uwm.ecampus.com/internet-culture-tasman-marc/bk/9781680753967 you should receive an access card, a two-sided cardboard flyer that looks like a book, which contains instructions on the rear side.

If you have any technical issues either logging in to the electronic text or with the functionality during the semester, or any other questions or concerns please contact the publisher’s web support team. They strive to respond within 24 hours. Please make sure that you have the correct plug-ins for your system for viewing and operating the text.

**GRADING SCALE**

- Above 93% = A Superior
- Above 90% = A-
- Above 87% = B+
- Above 83% = B
- Above 80% = B-
- Above 77% = C+
- Above 73% = C
DISTRIBUTION OF GRADE TO 100%:

Exams (2+1 optional final to replace lowest exam) 40%
Quizzes (8+Quiz Intro, drop lowest one) 15%
Essays and Discussions  45%
  3 first draft essays worth 2% each (6%)
  + peer essay discussion comments for each essay worth 4% for two per essay (12%) {6 total, two per each (2%) of 3 essays}
  + 3 Final essays drafts worth 9% each (27%)

An Important Note about Deadlines, Grades and Leniency
The deadlines for quizzes, exams, essays and discussions are firm, as there is a detailed calendar of due dates for students, and a lot of work for your fearless Internet Culture Team Leader to stay on top of. That is not to say that there is no leniency here. It is just that much of the leniency in this class is front loaded, that is we drop the lowest from the quizzes, and even from the exams, as well as having a choice of essays.

But don't take the built in leniency to mean that you can do all 3 essays but none of the discussions and still do well. In that scenario, even if you score perfectly on everything else in the course, the highest possible grade you could earn is an 85%. Do 2/3 essays and 2/3 discussions, and perfect on everything else and the highest possible grade is a 80%. Can you see the importance of doing the required work?

Those essays and discussion comments (feedback that you give to other students) are a significant portion of the class and as such (as a category) make up 45%, and there's not a lot we can do about missed, un-posted essays (especially the later it gets in this fast moving semester). But the Exams are also significant, weighing 40%, and often taking the optional final exam is a place to ultimately and significantly improve your final grade in the course.

Questions for the exams will be taken from course materials. Exams will consist of 20-40 standardized multiple choice type questions. A makeup exam will only be given in the extreme situation of severe illness, death in the family, sincere religious observance, or military service duty. Authorized written documentation will be required as well as advance notice when applicable. A third optional cumulative exam may be taken during final exam period to replace the lower of your first two exam scores.

Quizzes are designed to reinforce critical material that may be on future exams. Quizzes are made from 5 questions selected randomly from a pool, will be administered on the grtep.com interactive text platform with a 5 minute limit, generally released (2-3 weeks) ahead of time and remain open until
Tuesdays, 11:59 pm. Quiz questions are recycled and selected from the same question pool that make up the Exams. Quizzes can be found by navigating to the end of the IC chapter page, clicking the next button, which takes you to the key terms and concepts glossary. At the end of those terms, you’ll see another next button that will take you to that chapter’s quiz.

**Concerns about Quiz grades**

All of the quizzes added up make up 14% of the final grade. Each quiz is worth about two percent (2%) of the final grade. You can take each quiz up to three times up until the quiz deadline to try to score 100% for that quiz grade.

However, a good deal of value can be earned by learning from mistakes on the questions in the quizzes and seeing as many questions as possible, even if you score 100% on your first attempt. Whether you do or don’t score 100% on your first attempt, you should always take the time **before** and in between quiz attempts to **study** before starting the quiz. I recommend at least 5 minutes to cool down and study between quiz attempts (Make sure to watch video, read chapter, review key terms and concepts in the glossary). **Shorter:** **Study before quiz.**

After the deadline for each quiz, you will be able to see your quiz attempts along with the correct answer for that question.

While the questions on the quizzes are worth relatively little (2% / 5 questions * 3 attempts = .1333% per quiz question), the questions on exams are worth about 6 times as much as those for the final grade. The exams are worth 32% of the final grade, so each question in an exam may be worth .8% of the final grade. The Midterm (exam 1), Second (exam 2) (and Optional Cumulative Final) exams are made up from the quiz questions, so the more times you attempt each quiz, the more exposure you have to questions, which increases your chances of getting to see questions before you take an exam.

It is recommended that before each Exam, in addition to reviewing the videos, chapter text, and glossaries, that you also review your previous quiz attempts.

**Over the course of the semester, you will write three short (400-750 word) essays** that discuss and apply concepts from lectures and readings (topics provided below) to examples from the media and personal experiences about aspects of Internet Culture.

Essays first drafts are due on Mondays, discussion comments on peers’ essays and topics are due before midnight on Wednesdays, and the Final Essay Draft are due on Fridays, as word documents .doc or .docx, see [calendar](#). These essays must contain a well-defined argument and need to conform to standard rules of grammar. There is no reason for spelling or other mechanical errors – please use your word processing program’s spelling and grammar check and proofread your papers carefully. Points will be lost for these kinds of errors. In addition, for each essay assignment, you will be required to make briefly discuss or comment upon (100-200 words) **two** of your classmates’ first draft posts. See [Comments on Essays](#) in section below.
These Essays and Discussions are meant as a way for you to learn some of the material in more depth by writing about it. Each of the Essays asks you to integrate what you learn from the textbook and course materials with your experience of some aspect of Internet Culture. I will read the discussions, but may participate only rarely – in other words, most of the time we will be lurkers, so your peers are depending on you for interaction and feedback. Completing the Essays and Discussions involves:

1) posting a first draft of an essay as a response to the Essay topic or question in the discussions area (2 points);
2) discussing the topic, commenting to advance a conversation, providing advice or otherwise responding to two of your classmates' essays in the appropriate way, still in the discussions area (2 points), see Comments on Essays in section below; and
3) integrating any advice or useful new knowledge in those discussions into a final essay draft, submitted as a word document in the dropbox folder (10 points). Essays will typically be graded after both portions have been completed, within about a week of the deadline for the comments.

Equally important, we, your audience (the instructors and fellow students) expect the experience of reading your essay to provide us with both information and pleasure. Be aware of these three specific features in the writing: “a precise use of words, conspicuousness of ideas, and a balanced arrangement of ideas.” (Banschbach, John. Aesthetics in Writing Assessment, or a Student's Essay about a Poem is Itself a Work of Art. 1995.)

Grading of essays and discussions will be based on the following (general) criteria (ACE it!):

Aesthetic: the tone, flow, or feeling that comes from your choice of words and imagery
Concept: the idea and clarity of that communication
Technical Execution: the effort, energy and attention put into integrating and harmonizing the aesthetic and conceptual components

More specifically, this grading criteria/checklist will be used in addition to other requirements for the Essay/Discussion assignments:

- Presentation, definition, and citation of terms mentioned in the course materials.
- Description of an example (and/or links to websites or relevant information), that illustrates your understanding of the material.
- Synthesis of the case study or example and concepts that makes a concise, well reasoned point, or a coherent argument.

In the Essays, we are looking for you to use terms mentioned in the course materials, provide definitions of the terms, and illustrate your understanding of the terms by giving examples that make sense.

In other words, your task is to demonstrate that you understand the concepts and terms that you are learning and that you can apply them to your experiences in navigating or creating the Internet culture.

Note that your goal is to show us that you understand the concepts rather than to present us with your opinion alone. Please make sure to use your own words in your assignment, and to clearly indicate when you are quoting directly from the text or another source, in order to avoid plagiarism. Since this textbook is electronic and without numbered pages, use the chapter numbers and section headings to identify the place (Tasman 2017, Chapter 1, Instrumentalist Argument).

See Essay Rubric in Content Section of Canvas.
More basically, when I read an essay, I'm checking these three criteria first, in addition to the full rubric.
Did you provide a:

- presentation of key terms or concepts pertinent to the essay prompt?
- clearly describe an example that illustrates your understanding of this material or defines a concept in a practically applied way?
- properly referenced and cited evidence or definition of the key term or concept whether theoretical or practical?

In the Essays, we are looking for you to use terms mentioned in the course materials, provide definitions of the terms, and illustrate your understanding of the terms by giving examples. In other words, your task is to demonstrate that you understand the concepts and terms that you are learning and that you can apply them to your experiences in navigating or creating the Internet culture.

Note that your goal is to show us that you understand the concepts rather than to present us with your opinion alone. Please make sure to use your own words in your assignment, and to clearly indicate when you are quoting directly from the text or another source, in order to avoid plagiarism. See Essay Rubric in Content Section of Canvas.

**Essay 1, Spreading Innovations, Technology and Media Evolution (drawing from chapters 1, 2, or 3)**

Some important essay instructions brought to you by the Internet Culture Team:

- Please remember that there is a word limit of 400-750 words for the essays. You will be penalized (booo!) for going under or too much over the word limit. This is a silly reason to lose points for the essays, so if you've submitted your essay already, please check to make sure it's within the word limit.
- Try to think of a good, descriptive title for your essay. While we always appreciate witty, tongue-in-cheek titles, we're primarily encouraging you to avoid titles like 'Essay 1'.
- Please run a basic spelling and grammar check before you submit your essay. Multiple typos will affect your grade. It's a good idea to read your essay out loud--even better idea, have someone listen and give you feedback.
- A bibliography, while not necessary, is always good practice for longer academic essays. However, in-text citations are a must. Avoid vague terms such as "the textbook" and "the author" without referring to them by name first (Tasman or any other authors cited). Since this textbook is electronic and without numbered pages, use the chapter numbers and section headings to identify the place (Tasman 2017, Chapter 1, Instrumentalist Argument).

*Sample prompt A: Innovation and Adoption Trends at Home*

Describe and analyze adoption trends or the spreading of innovations within in your family. Provide at least one example of adopted or refused technology. What are some differences between a Luddite, a laggard, or an early adopter? In what ways do you identify yourself or people you know with those characteristics or stereotypes? How do the theories of Fidler, Juma, and/or Rogers (in chapters 1 and 2) fit with the adoption practices that you describe?
Sample prompt B: Philosophies of Technology and Our Value Systems
Describe your personal position as to whether you regard yourself as a technological Determinist or an Instrumentalist? That is, to put it very simply, do you see technologies imposing (unforeseen consequences and) structures on society, or the latter, in which people develop technologies with certain purposes in mind. Elaborate on the theories of McLuhan, Williams, Postman, Batchen, Tagg, Leonard, Packard, or other media theorists. For example, while McLuhan (1964), a Determinist, says "the medium is the message," Raymond Williams contends that "there is nothing in a particular technology which guarantees the cultural or social outcomes it will have," and that that the technology must be seen as being "looked at for and developed with certain purposes and practices already in mind." (Williams 1974). Use an example of a particular technology and explain why you think the way you do.

Sample prompt C: Evolving Media Landscape
Describe some connections or relationships that you see between cultural forces and new technologies. What is driving the innovation of new media and technology? How might those philosophies of technologies described in chapter 2 manifest themselves as other theories of media evolution (proposed by Bolter and Grusin, Fidler, Jenkins, etc.) or actual developments of digital networks and related technologies (Engelbart, Berners-Lee, Sloane and Thompson, etc.) touched on in chapter 3?

Essay 2, Cultural Memory and Netiquette
In the last half-century, humans have seen media systems rapidly converge and evolve. Going back millennia, however, our languages and cultures have also evolved alongside epic technological changes. In the late 1970s, Media Futurist Nicholas Negroponte envisioned various separate media industries converging, creating overlaps between the publishing, broadcast, and electronic computer industries.

These kinds of large-scale changes in our systems created shifts on personal levels, too, in the way that groups and individuals experience reality and human relations. Donna Haraway sees those changes as evolutionary, with those new interactions between humans and machines creating a new kind of organism, a cyborg. These kinds of revolutions in society created by various technologies are not new—language itself was a transformative technology, and as Walter Ong describes, the act of writing produced evolutionary changes in human cognition, making possible more complex reasoning while de-emphasizing certain social rituals.

However, the electronic age which has produced digital information and networks marks a significant paradigm shift. Stewart Brand insists that the ephemeral nature of digital information requires a concerted effort to be responsible ancestors to preserve human culture for future generations, some of which is critical for the survival of the human race.

How has your personal media use changed since you became aware of new technologies and systems? How do you imagine the media-landscape or human-machine relationships will change in the coming generations and what do you see as the critical factors? What kinds of choices are you making based on those factors to preserve or transmit cultural memory or your personal history to future humans? What
does it mean to be a responsible ancestor? Will you be able to give advice to future generations about how to be a responsible ancestor?

Use one or more of these models of media evolution and provide an example of how you see it affecting cultural memory.

**An Alternative Discussion:** You might like to start with a more concrete example of example of Computer Mediated Communication (CMC) use. Describe a theory or feature that establishes whether it is (or is not) an appropriate setting for the content of that particular communication or message (i.e., SMS breakup, smartphones at the table), based on concepts found in chapters 5, like the features and settings of Computer Mediated Communication.

Here is some advice that the IC Team put together for you with regard to the more concrete aspects of this essay question:

- Focus on the essay question and the appropriateness of the communication and setting. Describe the medium you picked to discuss but you MUST also attempt to assess it according to the required concepts from the textbook. In other words, discuss and assess your example as it relates to CMC features and netiquette rules, or any other community guidelines.

- Don’t forget to briefly describe the concepts you use; try to write the essay as if the person reading it knows nothing about the topic. Well, maybe not nothing, but how would you explain this to a grandparent, or a younger cousin who is unfamiliar with the tools and concepts? But you shouldn’t stop there, it is important to engage in critical thinking in your argument. Try to think more broadly and out of the common sense, vague statements. Think of both pros and cons together in your argument.

- In constructing reasonable and well reasoned arguments, avoid extremes and hyperbole: Neither express obsequious praise for online communication, nor condemn technology as the Devil’s spawn, without supporting your claims. Also, as media scholars, we can certainly acknowledge the flaws inherent in CMC, but also find ways in which it can be used to improve the nature of communication and continuity of communities.

**Sample Prompt A: Cultural Values in Language Technologies**
Describe to what extent you see language as a technology whether it be spoken, written, or electronic texts. How important are these tools for transmitting human culture and values? What are some of the challenges, be they technical or ethical, for treating each other, including future generations, responsibly?

**Sample Prompt B: Network Etiquette**
Provide an example of CMC use and describe a theory or feature that establishes whether it is (or is not) an appropriate setting for the content of that particular communication or message (i.e., SMS breakup), based on concepts found in Features and Settings of CMC, Chapter 5.
Essay 3, Users, Creativity, and Democracy in Networked Communities (options from Chapters 6, 7, 8)

Be mindful of your use of the Internet for a given amount of time, paying attention to and keeping a list of all of the links (hypertext) that you click on and websites you visit, or apps you use. While we tend to think of these kinds of activities taking place online, also take note of the time of day, the physical places and in what social settings you go online or use your device.

Sample Prompt A: Expression and Intention in Digital Networks (Chapter 6)
Consider some ways that the Internet affects how we create and define community, or even human consciousness itself. You might build off of some of those basic rules of netiquette to talk more specifically about how our intent manifests itself through our networks and communities. The concept and role of the "third place," and those factors of community ties—belonging, identity, and interest—play a significant role in how we understand our connections to new ideas and other people. What kinds of consequences can you see our "lives on screens" having on our relationships with other people and the physiology of our bodies, brains, and minds? As important as what the Internet is doing to us, how might you frame the converse: what are we (or you) doing to the Internet, how are we (you) creating the culture of the Internet, and how are we (you) using the Internet to create a world that we want to see?

Sample Prompt B: Review of Website, App, or Gadget (Chapter 7)
Consider the principles of usability, the Website Communication Model, or other design or cultural factors shape your experiences. (Nielsen, Schneiderman, etc.)

Other things to consider:
- Does the website serve as a good example of a useful website or does it have deficiencies that make it frustrating or cause a waste of time? Explain why it is useful or frustrating.
- How might factors such as Information Quality, Localization, Accessibility Tools, affect user experiences? Remember to define such terms.
- How might you define the roles or responsibility of Stakeholders, Managers, or technical support of a well functioning website, app, or gadget?
- What about the pithy and disconcerting phrase that has been used to argue that free services treat users worse: "If you're not paying for the product, you are the product?"
- How the website deals with the issues of intellectual property, data security, and how or if your labor is compensated.
- Do you know how and which of these sites and apps might be collecting and selling your personal data?

Sample Prompt C: Digital Democracy Discourse (Chapter 8)
Analyze or evaluate a website or group of websites, app, gadget, or meme in the context of digital democracy.
With Web 2.0’s arrival, the digitization of the markets and interactive technologies, a popular discourse arose about how the new technologies will revolutionize society. Recent social movements, such as the “Arab Spring” were celebrated as utopian products of the social media. Grossman, Shirky, and Wesch are some of the authors who imbue optimism into these technologies.

At the same time, a critique of this approach pointed out the surveillance, privacy, free labor and commodification of information aspects of the digitization and contended that the use of these technologies by media corporations or governments (domestic or foreign) is actually reproducing familiar power relations. See Constukuncel, Terrnova, Andrejevic, Foucault, and others.

Other new media theorists, media activists, and artists such as Lessig, Aufderheide, Jaszi, Jaron, Ferguson, Modrak, and Zimmer still see an opportunity to remake laws, policies, and products by illuminating how the systems are currently operating and maximizing their benefits for democratic goals.

Based on your use of the web and these networked tools, what are some of the most interesting or concerning factors of digital democracy? With which group of theorists do you align yourself and which do you not, and why?

**Peer Comments on Essays**

Read (at least a dozen of) your classmates’ posts, then select a required minimum two to comment upon.

- In general, you could note and discuss how your own experience or example and theory or concept in your Essay is similar and different from the one you read. A familiar compare and contrast.
- If you can provide more detail, describe the concept or phenomenon in the essay you are responding to back to the essay's author, and incorporate other specific concepts and information from relevant chapters.
- Fill in even more detail by using some of the key terms and concepts from the textbook. Define them formally, and then illustrate them using the information about your particular example or experience as a way of broadening possible definitions.
- If you provide an opinion, thoughts or feelings, be certain to back it up with information and concepts from the course material, or statistics from authoritative sources. Justify how or why you've come to this conclusion with evidence.
- If you notice that an essay requirement is missing or have a suggestion for improving the organization or expanding the content of the essay, do so in a gentle, constructive way. But remember, the main goal is to generate conversation on the topic. Secondary goal, but still important is to help your fellow student revise and improve an essay draft. Hopefully, one follows the other naturally.

For example, you could write something like,
“Joey, you provide a good example of technophilia when you describe your parents' early adoption habits. Technophiles are people who believe that technological innovation is the solution to most any given problem, like your parents, who see the Waze app, smartphones, and the network of human users as a solution to traffic problems. In contrast, I think of my parents as luddites or at the very least, laggards, that is, they are very skeptical that smartphones will actually improve the quality of communication within our immediate family, let alone in society at-large. They go so far as to put the blame of most erratic driving on cellphone users and attribute a decline in well being to too much screen-time. And they are highly suspicious of the privacy policies of the companies that provide these services. I wonder whose parents are more unusual? I'd like to hear more about that. Could you say something more or include some kind of statistic about how typical your parents are for their demographic?"

Make sure you that you comment on two of your classmates' Essays keeping the idea in mind that you are helping others to make the best essay possible by talking through or having a conversation about the writing. Look for possible gaps in form or content, talk about what you like, what you identify with, or even what you think your fellow student is doing well and should be preserved. Suggest alternative ways to frame or make a point, tell a story, or strengthen the argument.

Let’s try to make sure every person gets two comments on their essay, even if that means discussing with more than the minimum of two peers. Students who consistently put in that extra effort by writing comments that generate earnest, compelling discussions may be awarded extra credit!

Lectures (Short videos by the instructor that summarize key concepts in the book chapters) will focus on relating core concepts discussed in the text book to examples of actual laws and policies, issues of access and borders, the transformation of language and texts, new technologies, the popular culture of the Internet, and representations of the Internet in news, literature, television and films. In the videos, often I'll say watch this video, look at this website, or follow this link. Sometimes I will make connections between examples or case studies and concepts. But mostly, I want you to use your own brain to make connections between examples and concepts, and think about how these various ideas and artifacts relate to one another.

See the Google News link in the NavBar on Canvas for trending topics relevant to the Internet Culture.

CLASS SCHEDULE

Calendar: http://bit.ly/6GTaa3
May 29-June 23, 2017

**Week 1**

**Tue May 29**
Course Intro Videos and Syllabus Review (Note Summer differs from Fall and Spring semester--it is more compressed so we only have 3 essays, and no Internet Discovery Posts. We don’t drop the lowest essay score, but we do drop the lowest Quiz and Exam scores. We don’t have Teaching Assistants in the Summer, but all of the other information in the Intro Videos is good!)

*Take Quiz Intro*

**Wed May 30**: Engage with **CHAPTER 1 SPREADING INNOVATIONS**
  - Diffusion of Innovation
  - Linguistic Change
  - Ecological Systems
  - Saying Goodbye to Old Technology
  - Perceived Attributes
  - Innovation Decision Process

*Take Quiz: Chapter 1*

**Thu May 31**: Engage with **CHAPTER 2 VIEWS OF TECHNOLOGY**
  - Ideologies and Philosophies of Technology
  - Narratives
  - Utopias and Dystopias
  - Determinism
  - Instrumentalists
  - Planned Obsolescence

*Take Quiz: Chapter 2*

**Fri Jun 1**: Engage with **CHAPTER 3 MEDIA EVOLUTION**
  - Remediation
  - Mediamorphosis
  - Media Convergence
  - History of the Internet
  - The GUI and the Mouse and the Hyperlink
  - WWW in the Context of Human Civilizations
Week 2

Mon Jun 4: First Draft Essay 1 due

Tue Jun 5: Engage with CHAPTER 4 CULTURAL MEMORY
Orality to Literacy
Second Age of Orality: Electronic Processing
We are Already Cyborgs
Writing is Technology
Tools and Other Equipment: Technologies of the Word
Digital Dark Age

Take Quiz: Chapter 4

Wed Jun 6: Peer Discussion comments for Essay 1 due

Thu Jun 7: Exam 1 (Midterm)

Fri Jun 8: Essay 1 due final draft - upload doc to dropbox

Week 3

Mon Jun 11: Engage with CHAPTER 5 NETIQUETTE AND CMCs
Synchronous and Asynchronous
Pros and Cons of CMC
Basic and Non-Basic Communication Settings
An email becomes a document: Early Network Etiquette
Whatever happened to humanity? Basic Netiquette
Features and settings of CMC and electronic texts

Take Quiz: Chapter 5
Also First Draft Essay 2 due

Tue Jun 12: Engage with CHAPTER 6 NETWORKED COMMUNITIES
Revolution of Network Digitization
What You Can’t See in Text: Ostension
How Strong is an Online Community?
The Great Good Place
Alone Together
Making Space for the Real World

Take Quiz: Chapter 6

Wed Jun 13: Peer Discussion comments for Essay 2 due

Thu Jun 14: Engage with CHAPTER 7 USERS AND CREATIVITY
Usability
Website Communication Model
Hypertext- What We Click
One Does Not Simply Not Study Memes
Mosaic of Quotations
Exemplary Internet Memes

Take Quiz: Chapter 7

Fri Jun 15: Essay 2 final draft -upload doc to dropbox

Week 4

Mon Jun 18: First Draft Essay 3 due

Tue Jun 19: Engage with CHAPTER 8 DEMOCRACY ON THE NETWORKS
Digital Democracy
Hackers and Leakers
Hashtag Revolution
Surveillance Capitalism and Privacy
The Open Internet and Intellectual Property
Memes Revisited
Take Quiz: Chapter 8

Wed Jun 20: Peer Discussion comments for Essay 3 due

Thu Jun 21: Exam 2

Fri Jun 22: Essay 3 final draft -upload doc to dropbox
Quiz Outro+Course Evaluation

Exam 2

Sat Jun 23

Exam 3 (optional cumulative final)

For complete list of important dates for Summer 2018, see

http://uwm.edu/registrar/students/dates-deadlines/