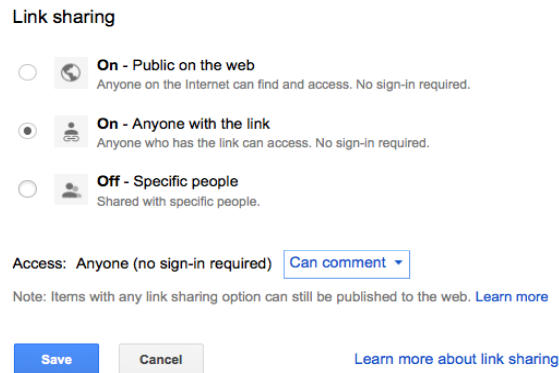


Notes (20%)

Because this course aims to get you engaged with ongoing conversations in media ethics, you will do a lot of reading and watching of those conversations. You will also create projects in this class that will require you to call back on material that we have read and make connections between people, issues, and arguments. As such, you will create and maintain brief reading notes in a Google document, share it with me, and receive credit for that work. There are a total of 15 days on which a reading is assigned, so you will have a total of 15 entries at the end of the semester. Complete the note entry by class time.

Your Tasks/Requirements

1. Create a Google Document titled “COM201 Notes”



The screenshot shows the 'Link sharing' settings for a Google Document. It features three radio button options: 'On - Public on the web' (unselected), 'On - Anyone with the link' (selected), and 'Off - Specific people' (unselected). Below these, the 'Access' is set to 'Anyone (no sign-in required)' with a dropdown menu currently showing 'Can comment'. A note at the bottom states: 'Note: Items with any link sharing option can still be published to the web. [Learn more](#)'. At the bottom of the settings panel are 'Save' and 'Cancel' buttons, and a link to 'Learn more about link sharing'.

2. Change the “Share” settings to “On-Anyone with the link” and “Anyone...Can comment”
3. Send the link to shammer@sju.edu
4. For every day that the schedule says “Read” or “Watch,” complete an entry that includes:
 - a. The big idea/main point of the piece (if there are more than one assigned piece, you may choose one), summarized in your own words in 1-3 sentences;
 - b. The most important quote/excerpt;
 - c. A link between this piece and something else (another issue or topic, current event, article, video, etc.); and
 - d. A question you would ask the author/director/subject.
 - e. Something you didn’t understand (optional)

Point Breakdown & Evaluation Criteria:

- 18-20 A - You completed all entries (on time), all entries were complete and thoughtful.
16-17 B - You completed all entries, most were complete and thoughtful.
14-15 C - You completed 12+ entries, most were complete and thoughtful.
12-13 D - You completed 8-11 entries, most were neither complete nor thoughtful.
0-11 F - You completed less than half of entries.

Debate (20%)

Your first major project is a collaborative debate--in groups of 3-4--in which you will prepare arguments for *both sides* of an issue surrounding privacy, anonymity, and public knowledge.

The debates will be conducted in a modified version of the team-policy debate format. Each debate will consist of four speeches. The first two speeches are called constructive speeches, because the teams “construct” their most important arguments during these speeches. The last two speeches are called rebuttals, because the teams are expected to extend and apply arguments that have already been made, rather than make new arguments. After these speeches are made, the floor will be opened to questions from the class about the arguments and rebuttals each team made.

The structure and time limits for each speech are as follows:

1. **Affirmative I [constructive]:** define essential terms and concepts; provide overview of argument and facts to support argument. [8 minutes]
2. **Negative I [constructive]:** define essential terms and concepts; provide overview of argument and facts to support argument; and identify errors in affirmative’s argument. [10 minutes]
3. **Affirmative II [rebuttal]:** respond to criticisms of negative speaker; identify errors in facts or logic of negative speaker; return to original argument and show how it is still correct. [6 minutes]
4. **Negative II [rebuttal]:** respond to criticisms of affirmative speaker; identify errors in fact or logic of negative speaker; return to original argument and show how it is still correct. [4 minutes]
5. **Q&A:** Floor opened to questions from class.

Keep in mind that your team must be prepared for BOTH affirmative and negative perspectives. This means each team must write FOUR speeches. This will help you anticipate the criticisms of each perspective in order to prepare the rebuttal speeches. You need to choose TWO different people give the speeches and the others on the team must be prepared to answer questions from the class.

The debate topics/statements are as follows:

Debate 1 (group1 vs. group2)

[Should companies be able to surveil \(tracking, cookies, storing information/logs, etc.\) web users?](#)

Debate 2 (group3 vs. group4)

[Should users be able to use tools, methods, and spaces for anonymity and privacy?](#)

Debate 3 (group5 vs. group6)

[Are whistleblowers/leakers \(such as Snowden, Assange, Manning...\) ethically justified?](#)

Getting Started:

- Analyze the statement closely. Which words/terms/phrases need to be defined? Which are contentious or up for debate?
- Identify the premises, ethical philosophies, and assumptions on which each side depends. Can you identify weaknesses? Fallacies?
- How does each side of the debate tend to appeal to its audience rhetorically? Ethos/Pathos/Logos?
- Find the favorite illustrations/case studies employed by each side. Go beyond what we discussed in class. Find articles, books, find the respected voices in the debate and use them.
- Use your research and preparation to anticipate the arguments of your opponents. Prepare accordingly.
- Are there points of agreement on the debate? Can you use that common ground to develop your argument? Remember that persuasion is generally most effective when approached incrementally.

Point Breakdown & Evaluation Criteria:

Grades are determined by the following:

1. the quality of research and preparation for speeches;
2. argument strength: rhetorical appeals, avoiding fallacies, etc.;
3. verbal execution of speeches;
4. quality of responses to classmates' questions;
5. classmates' ratings; and
6. intra-group ratings.

Critical Remix (30%)

https://docs.google.com/document/d/1AVffy20GPr61Nbt_wiY27arqnKhfuD1h54ypl1vnmes/edit?usp=sharing

https://docs.google.com/document/d/1wSLTcLbPc-uj_zWmiHTxkBIPVNRzaVEIE-gFiC3zzlo/edit

For your second major assignment, you will gain some hands-on experience with copyright, fair use, and remix. You will compose a critical remix—one that comments on a digital media ethics issue/figure/event/etc. In other words, your remix will make an argument/offer a critique. You will use Adobe Premiere Pro to edit and combine 4 or more source materials, use your understanding of remix techniques and genres, and post your work online with a creative commons license. Read on for specific requirements and evaluation criteria.

Requirements

- length: 2-3 minutes
- media: employ at least 3 modes of communication (e.g., audio, video, image, text...)
- sources: use at least four pieces of source material from both creative commons and copyrighted sources
- credits: cite all source material in credits
- location: upload your final draft to YouTube or Vimeo under a creative commons license
- cuts: your project must contain at least 8 cuts
- statement: your video must be accompanied by a fair use statement

Evaluation Criteria

- Production
 - The overall quality of production: audio, video, text. (size, clarity, resolution);
 - Editing is precise and clean;
 - Attention to time, media, cut, credits requirements;
 - Attention to genre conventions of remix/mashup;
 - Quality of fair use statement
- Conceptual
 - Novel juxtaposition of issues/concepts/people/ideas;
 - Clear (obvious to audience) and strong (sound reasoning) argument/commentary, not merely a stylistic juxtaposition.
- Resonance
 - Ratings from classmates

TechnoCritique Screencast

Your final project in this course requires that you engage directly with a technology, software, interface, or other relevant technocultural artifact. Your job is to investigate and uncover its politics, subjectivity, bias, and history in the form of a screencast. You should make a strong argument about your subject based on extensive research, theoretical frameworks from class and/or beyond, and sound argumentation.

While the possibilities for this project are many, you might start by answering some questions about your chosen -ware or interface such as:

- How does it exclude populations of users? To whom does it cater?
- What values are implicit and explicit in the design, promotion, and distribution?
- What are the barriers of entry?
- How, and to what extent are users dis/empowered in its design, development, and inner workings?

Requirements

- Length: 5-7 minutes
- Screencast format (editing/post-production work is fine)
- Accessibility (transcript)
- Research: use and cite at least 5 credible sources
- Location: uploaded to YouTube or Vimeo under creative commons license
- Context: place the subject of your piece in a larger context (time, place, etc.)
- Demonstrate: be sure to *show us*, not just tell us.

Evaluation Criteria

- The overall quality of production: audio, video, text. (size, clarity, resolution)
- Clear (obvious to audience) and strong (sound reasoning) argument/commentary
- Strength of research, context, demonstration
- Accessibility
- Ratings from classmates
- Creativity