

**COLLEGE:** CLA      **DEPARTMENT:** Communication  
**COURSE CODE:** NUMEDIA

**CLASS DAYS AND CLASS TIMES:** Th/9.40-11.10 (A51)  
**ROOM:** M203

**INSTRUCTOR:** Dr. Cheryll Soriano  
**Consultation hours:** Consultations may be held only during T & Th 1-3pm

**COURSE DESCRIPTION:**

This course (NUMEDIA, New Media, Emancipation, and Participation: Promises and Perils) will expose students to the opportunities and challenges of engaging new communication technologies—such as the internet, social media, and mobile phones – for communitarian and emancipatory purposes. It addresses how the notions of ‘community’, ‘emancipation’ and ‘participation’ have been influenced by the emergence of converging digital technologies and a network society.

**LEARNING OUTCOMES (LO):**

On completion of the course, the student is expected to be able to do the following:

<b>ELGA</b>	<b>LEARNING OUTCOME</b>
Use media in a creative and effective way to represent and address a subject’s concerns and issues	<p>LO 1: Obtain an exposure to the existing practices of new media engagement for communitarian and participatory use in the Philippines and in the rest of the world.</p> <p>LO 2: Understand how information and communication technologies (ICTs) influence social dynamics and social relationships and how ICTs mediate concepts of community, participation, and emancipation</p> <p>LO 3: Develop critical thinking in dealing with theoretical, practical and political opportunities and problems of using tools and techniques available in the cyberspace</p> <p>LO 4: Appreciate the potential of new media technologies, online communities, and civil society networks for emancipation, while having the critical lens to question the interplay of politics and power that are embedded in these technology-mediated movements for social change.</p>
Conduct adequate background research on a particular issue or subject	LO5: Understand the prospects and problems of voluntary, social, and political action in the internet, crucial in shaping their careers in media, social sectors, industry or government.
Demonstrate awareness of and sensitivity to Philippine social realities	LO6: Design and execute a social media campaign concerning a local issue.

<b>ELGA</b>	<b>LEARNING OUTCOME</b>
Use media in a creative and effective way to represent and address a subject's concerns and issues	LO7: Explore and critique existing participatory media and tools, examine issues that arise for particular kinds of stakeholders and activities, and highlight techniques used to encourage and sustain participation.

**FINAL COURSE OUTPUTS:**

<b>LEARNING OUTCOME</b>	<b>REQUIRED OUTPUT</b>	<b>DUE DATE</b>
<p>LO 1: Obtain an exposure to the existing practices of new media engagement for communitarian and participatory use in the Philippines and in the rest of the world.</p> <p>LO 2: Understand how ICTs influence social dynamics and social relationships and how ICTs mediate concepts of community, participation, and emancipation</p> <p>LO 4: Appreciate the potential of social media, online communities, and civil society networks for emancipation, while having the critical lens to question the interplay of politics and power that are embedded in these technology-mediated movements for social change</p>	<p>Assignment 1: Creating a Social Media Map</p> <p>Exercise 1 &amp; 2: Reflection Essays</p> <p>Midterm paper: Review of a Virtual Activity or an Online Movement for Change</p>	<p>Weeks 1-12</p> <p>Week 8</p>
<p>LO 3: Develop critical thinking in dealing with theoretical, practical and political opportunities and problems of using tools and techniques available in cyberspace</p> <p>LO5: Understand the prospects and problems of voluntary, social, and political action in the Internet.</p>	Final Exam	April 13-19
<p>LO 6: Design and execute a social media campaign concerning a local issue, crucial in shaping their careers in media, social sectors, industry or government.</p> <p>LO 7: Explore and critique existing participatory media and tools, examine issues that arise for particular kinds of stakeholders and activities, and identify techniques to encourage and sustain participation using available new media technologies.</p>	Final Project: Designing a Social Media Campaign or Initiative	Week 13

**OTHER REQUIREMENTS AND ASSESSMENTS**

The NUMEDIA students will have graded activities throughout the term. The learning that the student acquires through undergoing these exercises will enable him/her to understand the potentials and limitations of the use of communication and new media technologies for emancipatory and communitarian purposes.

<b>Course Requirements: Solo work</b>	<b>Points</b>	<b>Course requirements: Group work</b>	<b>Points</b>
Weeks 2-6: Reflection Essay 1	15	Assignment 1: Creating a	10

		Philippine Social Media Map	
Week 8-12: Reflection Essay 2	15	Midterm paper	30
Class Participation	15	Final project	35
Final Exam	30	Peer Review	10
<b>Subtotal</b>	<b>75</b>	<b>Subtotal</b>	<b>85</b>
<b>TOTAL: 160</b>			

### RUBRICS FOR ASSESSMENT

NUMEDIA students are provided rubrics as guidelines for fulfilling the major course output.

#### Midterm Project: Review of an Online Initiative

CRITERIA	EXCELLENT 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1
<b>Relevance/worthiness of topic/online initiative (10%)</b>	Research is/are well thought-out and concerns a worthy topic; rationale for choice of online initiative is well-articulated.	Research topic is well-thought out. Justification for choice of online initiative can be enhanced.	Research topic is acceptable but justification of choice of online initiative is not well-articulated.	Topic chosen is not relevant for the course
<b>Quality of Analysis (70%)</b>	The analysis is comprehensive and excellent effort is made to critically analyze the online initiative using the concepts and theories covered in class.	The analysis is good and there is notable effort made to critically analyze the initiative using the concepts and theories covered in class.	The analysis is acceptable but can be enhanced. There is a need to better engage the theories and concepts covered in class in the analysis.	The analysis is haphazardly done with limited and irrelevant material reviewed superficially.
<b>Clarity of writing and flow of narrative (15%)</b>	There is no typographical, grammar, or spelling errors. There is a clear and logical narrative presented.	One or two typographical, grammar, or spelling errors are identified. The paper is well-structured and flows logically.	Some typographical, grammar, or spelling errors are identified. The paper is not well structured and there are no transitions that bridge the sections.	Numerous typographical, grammar, or spelling errors are identified. There is no logical structure evident in the paper.
<b>Use of updated scholarly sources and proper citation (5%)</b>	There is good effort at using updated scholarly sources to supplement those covered in class. Proper citation of references used is made.	There is some effort at using additional scholarly sources to supplement those covered in class. There is proper citation of most of the references used.	Some new sources are used but there are several errors in referencing and citation.	There is minimal effort to use additional relevant scholarly works. Several errors in citation and referencing are noted.

**Final Project: Producing a Social Media Campaign / Initiative**

CRITERIA	EXCELLENT 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1
<b>Relevance/worthiness of topic/online initiative (15%)</b>	The theme of the campaign/initiative is relevant and very well-thought out; rationale for choice of issue and campaign is well-articulated.	The theme of the campaign/online initiative is well-thought out. Justification for choice of issue and campaign can be enhanced.	Chosen theme for the campaign/initiative is acceptable but justification of choice of issue and campaign is not well-articulated.	Campaign theme chosen is not relevant for the course.
<b>Conceptualization: platform, design, intended audience, and overall quality of campaign strategy (30%)</b>	There is excellent conceptualization of the campaign design. The social media platform and strategy used are based on a realistic assessment of the context of the issue and the intended audience. The accompanying Report provides a good justification of the design and strategy which engages the concepts covered in class.	Conceptualization of the campaign design in terms of platform and strategy is good with a realistic assessment of the context of the issue and the intended audience. The accompanying Report provides a good justification of the design, which engages some concepts covered in class.	There is some observable disjoint in the campaign design, platform, strategy, and intended audience. The accompanying Report provides some justification for the design, but concepts covered in class are not well-engaged.	There is a significant disjoint in the campaign design / overall strategy, platform, and the intended audience. There is no attempt at applying the concepts learned in class.
<b>Content (30%)</b>	The content is effectively conceptualized, and clearly and creatively communicates the intention of the campaign. There is none to minimal typographical, grammar, or spelling errors. The content has a logical flow or structure and suits the target audience.	The content is well-conceptualized and communicates the objectives of the campaign. A few typographical, grammar, or spelling errors are identified. The content has a logical structure and has been written with the target audience in mind.	Conceptualization of the content can be enhanced to communicate more effectively the objectives of the campaign. Several typographical, grammar, or spelling errors are identified. The content has a logical structure but could be better tailored to suit the target audience.	There is a disjoint in the content and the objectives of the campaign. The content is vague and does not effectively communicate the campaign message. Numerous typographical, grammar, or spelling errors are identified.
<b>Self-reflexivity and assessment of audience response</b>	Engaging self-reflexivity, there is an excellent	There is a good assessment of the positive aspects,	Some assessment of the positive aspects as well as	There is no realistic assessment of the

CRITERIA	EXCELLENT 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1
<b>(20%)</b>	assessment of the positive aspects as well as limitations of the campaign. The group's learning from the exercise is also well-articulated. There is an excellent assessment of the audience's initial response to the campaign/initiative.	limitations of the campaign, as well as the group's learning from the exercise. The audience's initial response to the campaign/initiative can be assessed more thoroughly.	limitation of the campaign is engaged. There is also some assessment of the audience's initial response to the campaign/initiative and learning from the project, but these can be enhanced.	good aspects and limitations of the online initiative / campaign, as well as of initial audience response to the initiative.
<b>Use of updated scholarly sources and proper citation (5%)</b>	There is good effort at using updated scholarly sources to supplement those covered in class. Proper citation of references used is made.	There is some effort at using additional scholarly sources to supplement those covered in class. There is proper citation of most of the references used.	Few new sources are used but citation and there are several errors in referencing and citation.	There is none to minimal effort to research additional relevant scholarly works and several errors in citation and referencing are noted.

### LEARNING PLAN

The learning activities are designed to help the student achieve the aims and objectives of the module as identified above. It is designed as interactive class with the use of readings and web materials to enrich the discussions.

TOPIC	WEEK NO.	LEARNING ACTIVITIES	READINGS
Course Introduction  Introduction to New Media: What's new about "new media"	1 (Jan 10 & 14)	Class discussion  Assignment 1: Creating a Philippine Social Media Map	Lister, et.al. (2003). New Media and New technologies, pp. 9-12 & 44-68.  Lievrouw, L. (2010). Introduction. Alternative and Activist New Media, pp. 1-26  Supplementary: Landscape of "Digital Media in the Philippines" <a href="https://wiki.smu.edu.sg/digitalmediaasia/DigitalMediainPhilippines">https://wiki.smu.edu.sg/digitalmediaasia/DigitalMediainPhilippines</a>
Introduction: Social, political, and cultural implications of new media	2 (Jan 17 & 22)	Class discussion and Reflection essay	Di Maggio, et.al. (2001). Social Implications of the Internet, pp. 307-36.  Deuze, M. (2006). Participation, Remediation, Bricolage: Considering Principal Components in a Digital Culture, pp. 63-75.

TOPIC	WEEK NO.	LEARNING ACTIVITIES	READINGS
			Supplementary: Lovink, G. (2011). Capturing Web 2.0 Before Its Demise, pp. 1-23.
Conceptual and theoretical foundations I: The Network Society and Convergence Culture	3 (Jan 24 & 29)	Class discussion – Reflection essay	Van Dijk, J (2005). The Network Society, pp. 1-18  Castells, M. (2012). Networking Minds, Creating Meaning, Contesting Power, pp. 1-19.  Supplementary: Listen to Podcast: Henry Jenkins’ Lecture on Convergence Culture: <i>How Content Gains Meaning and Value in the Age of Spreadable Media</i> <a href="http://www.wumingfoundation.com/suoni/Henry_Jenkins_in_Bologna_June27th_2012_part1.mp3">http://www.wumingfoundation.com/suoni/Henry_Jenkins_in_Bologna_June27th_2012_part1.mp3</a>
Conceptual and theoretical foundations II. The individual in the new media landscape	4 (Jan 31 – Feb 5 - LEAP)	Class discussion & Reflection essay	Baym, N. (2010). Personal connections in the digital age, pp. 22-49.  Hjorth and Arnold (2011). The Personal and the Political: Social Networking in Manila, pp. 29-39  Watch Sherry Turkle’s Talk, “Alone Together”: <a href="http://www.youtube.com/watch?v=MtLVCpZiINs">http://www.youtube.com/watch?v=MtLVCpZiINs</a>
Conceptual and theoretical foundations III. Creating Community with New Media	5 (Feb 7 & 12)	Class discussion and Reflection essay Video-viewing on virtual community	Jankowski, N. (2006). Creating Community with Media: History, Theories and Scientific Investigations, pp. 55-74  Feenberg & Bakardjieva (2004). Virtual Community. No Killer Implication, pp. 37–43
Conceptual and theoretical foundations IV: Alternative media, community media, participatory media, and radical media	6 (Feb 14 & 19)	Class discussion and Reflection essay	Couldry, N. & J. Curran (2003). The Paradox of Media Power.
Case Studies 1: Youth, new media and participation	7 (Feb 21 & 26)	Class discussion and Reflection essay	boyd, d. (2007) “Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life”  Earl. J (2008). Contesting Cultural Control: Youth Culture and Online Petitioning, pp.71-

TOPIC	WEEK NO.	LEARNING ACTIVITIES	READINGS
			95
Case Studies 2: Citizen journalism, protest tactics, and new media	8 (Feb 28 & Mar 5)	*Mid-term paper due  Class discussion and Reflection essay	Robinson W. and Robison D.J. (2006). "Tsunami Mobilizations: Considering the Role of Mobile and Digital Communication Devices, pp. 85- 102.  Earl, J. (2006). Pursuing Social Change Online: The Use of Four Protest Tactics, 362-377  Prodnik, J. (2012). Toward a Critique of Surveillance in the Age of the Internet: A Reflection on the "Internet and Surveillance", pp. 92-99.
Case Studies 4: Mobile phones, SNS and political protests	9 (Mar 7 & 12)	Class discussion – Reflection	Celdran, D. (2002). The Philippines: SMS and Citizenship  Rafael, V (2003). The Cell Phone and the Crowd, pp. 399- 425  Murthy, D (2011). Twitter: Microphone for the masses? pp. 779.  boyd (2011). Can social network sites enable political action?, pp. 241-244.
Case studies 3: Organizing communities with new media	10 (Mar 14 & 19)	Class discussion & Reflection essay	Sy, P. (2001). Barangays of IT: Filipinizing Mediated Communication and Digital Power, pp. 296-312.  Morales, X.Y. (2010). Networks to the Rescue: Tweeting Relief and Aid During Typhoon Ondoy.
Case studies 5: Identity-based movements and new media	11 (Mar 21)	Class discussion & Reflection essay	Mehra, B., Merkel, C., and Bishop A. (2004). The Internet for the empowerment of minority and marginalized users, pp. 781-802  Ginsburg, F. (2008). Rethinking the Digital Age, pp.127-144  Soriano, C. (2012), The Arts of Indigenous Online Activism, pp. 33-44.  Austria, F., Jr. (2004). JUDING_GERZI ONLINE: Insights into the Potentials of Virtual Communities in Yahoo Groups in Addressing the Challenges of Being Gay in the Philippines, pp. 21-48.

TOPIC	WEEK NO.	LEARNING ACTIVITIES	READINGS
Case studies 6: New media and national / transnational political movements	12 (Mar 26) (Mar 28 – Maundy Thursday)	Class discussion & Reflection essay	Castells, M. (2012). Dignity, Violence, Geopolitics. <i>The Arab Uprisings</i> , pp. 93-109.  Bennet, L (2003). <i>New Media Power: The Internet and Global Activism</i> .
	13 April 2 & 4	Research and Consultation	
	April 11	Final Project Presentations	
	Apr 13-19	Final Exam for Term 3	

### References:

- Austria, F., Jr. (2004). JUDING\_GERZI ONLINE: Insights into the Potentials of Virtual Communities in Yahoo Groups in Addressing the Challenges of Being Gay in the Philippines. *Plaridel*, 1(2), 21-48.
- Baym, N. (2010). *Personal connections in the digital age*. Cambridge: Polity, pp. 22-49.
- Bennet, L (2003). *New Media Power: The Internet and Global Activism*. In Couldry, N & Curran, J. (eds.) *Contesting Media Power*. Rowman and Littlefield. Available from <https://depts.washington.edu/gcp/pdf/bennetnmpower.pdf>
- boyd, d. (2007) “Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life.” *MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume* (ed. David Buckingham). Cambridge, MA: MIT Press. <http://www.danah.org/papers/WhyYouthHeart.pdf>
- Castells, M. (2012). *Networks of Outrage and Hope*. Social Movements in the Digital Age. Cambridge, UK: Polity Press, pp. 1-19.
- Celdran, D. (2002). The Philippines: SMS and Citizenship. *Development Dialogue*, 1. Available from: [http://www.dhf.uu.se/pdffiler/02\\_01/02\\_1\\_part9.pdf](http://www.dhf.uu.se/pdffiler/02_01/02_1_part9.pdf)
- Couldry, N. & J. Curran (2003). The Paradox of Media Power. In N. Couldry & J Curran (eds.), *Contesting media power: alternative media in a networked world*, Lanham, Md: Rowman & Littlefield.
- Deuze, M. (2006). Participation, Remediation, Bricolage: Considering Principal Components in a Digital Culture. *The Information Society*, 22(2), 63-75.
- Di Maggio, et.al. (2001). Social Implications of the Internet. *Annual Review of Sociology*, 27, 307-36.
- Earl, J. (2006). Pursuing Social Change Online: The Use of Four Protest Tactics on the Internet. *Social Science Computer Review*, 24, 362-377
- Earl, J (2008). Contesting Cultural Control: Youth Culture and Online Petitioning In L. Bennet (ed.) *Civic Life Online. Learning How Digital Media Can Engage Youth* (pp.71-95). MA: MIT Press.
- Feenberg, A. & Bakardjieva, M. (2004). Virtual Community. No Killer Implication. *New Media and Society*, 6(1), 37–43
- Ginsburg, F. (2008). Rethinking the Digital Age. In D. Hesmondhalgh & J. Toynbee (Eds.), *The Media and Social Theory. Culture, Economy and the Social* (pp.127-144). Abingdon, Oxon: Routledge.
- Hjorth, L. and M. Arnold (2011). The Personal and the Political: Social Networking in Manila. *International Journal of Learning and Media*, 3(1), 29-39



- Jankowski, N. (2006). Creating Community with Media: History, Theories and Scientific Investigations. In Lievrouw & S. Livingstone (eds.) *The Handbook of New Media* (pp. 55-74). London: Sage
- Lievrouw, L (2011). Introduction in *Alternative and Activist Media*. MA: Polity, pp. 1-27.
- Lister, et.al. (2003). New Media and New Technologies. *New Media, A Critical Introduction*. NY: Routledge, pp. 9-12 & 44-68.
- Lovink, G. (2011). Capturing Web 2.0 Before Its Demise. *Networks Without A Cause. A Critique of Social Media*. Cambridge, UK: Polity Press, pp. 1-23.
- Mehra, B., Merkel, C., and Bishop A. (2004). The Internet for the empowerment of minority and marginalized users. *New Media and Society*, 6(6), 781-802
- Morales, X.Y. (2010). Networks to the Rescue: Tweeting Relief and Aid During Typhoon Ondoy. MA Thesis, Georgetown University, Washington, DC.
- Prodnik, J. (2012). Toward a Critique of Surveillance in the Age of the Internet: A Reflection on the "Internet and Surveillance". *tripleC* 10(1): 92-99, 2012
- Rafael, V (2003). The Cell Phone and the Crowd: Messianic Politics in the Contemporary Philippines. *Popular Culture* 15(3): 399- 425.
- Robinson W. and Robison D.J. (2006): "Tsunami Mobilizations: Considering the Role of Mobile and Digital Communication Devices, Citizen Journalism, and the Mass Media". In A.P. Kavoori and N. Arceneaux (eds.) *The Cell Phone Reader: Essays in Social Transformation*, Peter Lang Publishers, New York, pp. 85- 102.
- Soriano, C. (2012), The Arts of Indigenous Online Activism. *Telematics and Informatics*, 29 (1) 33-44.
- Van Dijk, J (2005). *The Network Society: Social Aspects of New Media*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage, pp. 1-18

## **COURSE REQUIREMENTS**

### **I. Assignment 1: Creating a Social Media Map**

Details of this assignment will be discussed during Week 1

### **II. Exercise 1 and 2: Reflection essay (2)**

Each student will choose or be assigned topics at the beginning of the semester. Choosing two of the readings/topics assigned in class, students have to write essays (max 500 words) on his/her reflections on the topics scheduled for discussion in class. A "reflection essay" would be how one sees his or her own previous ideas challenged or affirmed by the reading, new insights gained, or draw connections between a particular lesson and another topic, movie, lesson, or experience. The reflection essay must generate interesting insights and questions that can be raised for class discussions. One topic must be chosen from the lessons covered from Weeks 1-7, the other topic must be chosen amongst topics covered from Weeks 8-12. Reflection essays/posts must be emailed to me or uploaded in our class site at least one day before class discussion.

### **III. Mid-term Paper (Due: March 5)**

Review of an online activity: you can review any online initiative including: online campaign or petition / citizen/ social movement social media page / local government web initiatives / civic online initiative / virtual community

- Groups must have 4-5 members
- You can select websites, social media sites, Twitter feeds, portals or blogs for your analysis, or compare two or more such online activities. The report should have an analytical content; in other words, you are reviewing one or more particular aspect of an online activity. For example “*Social media campaigning for the RH bill: Constraints and possibilities*” OR “*La Sallian Students’ Virtual Community*” Or “*An analysis of communitarian participation in the age of social media: the case of Ondoy*” OR “*Analysis of citizen journalism in the age of social media: The case of the ‘Amalayer’ and ‘I should have been informed’ episodes*” or “*Kony 2012: the ups and downs of social media activism*” are acceptable topics.
- You can also choose global/regional/national/sub-national boundaries to delineate your study topic.
- You must discuss at least one theory or concept that is covered in the module. For example if you were to analyze the activities of an online community, I would expect you to provide a discussion on the concept of ‘online communities’.
- Maximum 4,000 words (excluding References and Appendices), APA style

#### **IV. Final Project: Developing a Social Media Campaign (Deadline: April 8)**

In groups of 4-5 members, students will identify a social, environmental, political, development, or student issue and develop a social media campaign in response to an identified issue. Examples of possible campaigns may be on ‘volunteering’, ‘Climate Change awareness’, ‘Buy Filipino’, movement against ‘private guns’, etc. You are free to use any new/social media tools available to you (i.e. Facebook, Twitter, blogs). The Campaign should be accompanied by a Report (of a maximum 4,000 words, excluding references and appendices, APA style), with the following outline:

1. The Problem / Issue
2. The Social Media Campaign
  - a. Campaign objectives
  - b. Intended audience
  - c. Rationale of medium/platform, strategy, and design
  - d. Summary of content
  - e. Report of initial audience-response
  - f. Self-reflexivity and key learning on social media campaigning

Any form of campaign will be accepted as long as these are social-media based, of high quality, and engage a good practical application of concepts and cases learnt in class. Substance and justifications will weigh more the special effects, but in this class, students are encouraged to learn how to communicate their ideas effectively. Deadline: April 8, 2013

#### **V. Final Project Presentation (April 11)**

Students will have a free hand to use their creativity to present their reports. You are to present a snapshot of the campaign (Objectives, components, and strategy) as well as your group’s key learning from the exercise.

#### **VI. Peer Review of Final projects– assessment of other group’s work (Week 13)**

Each group will be designated as discussants of another group’s work. This exercise is aimed at sharpening student’s skills in becoming good critical analysts and peer reviewers. Students

must be able to point out the commendable aspects of the project, offer constructive criticism of areas that require sharpening, and provide concrete suggestions on how the work might be improved.

## **VII. Final Exam**

The final exam paper will comprise of two to three essay questions covering the topics from Week 1 onwards.

## **CLASS POLICIES**

- I will try my best to make the class as interactive as possible. But you must do your part by coming to class well prepared. Meaning, you must read the readings before class. It always helps to come ready with one take-home point and one question from each reading. For every class, I will give small prizes for the *killer comment* and the *million-dollar question*.
- As boyd (2011) says, “the boundaries of an essay should be determined by the point being made, not by the page count.” So I only impose maximum and not minimum word limits for essays. Maximum limits are taken seriously. Anything beyond the word limit will not be read.
- Plagiarism (copying or paraphrasing of the work of another author as if it was one’s own) is a form of academic fraud and will be heavily penalized. University policies regarding plagiarism will be upheld. Please ensure proper citation of all used sources. Likewise, you cannot use projects or material submitted for your previous modules.
- You are expected to be punctual, both in attending classes, and in turning in assignments/projects. Specified due dates must be adhered to unless prior permission has been sought and granted on medical or other compelling grounds. Otherwise penalties apply for lateness. Points are deducted for every hour of late submission.
- Students with unique learning needs are encouraged to inform me early in the course so that they can be proactively addressed.
- If you disagree with the grade, please approach me 24 hours after and no later than one week after you’ve received the grade.
- Mobile phones are to be on silent mode and should not be used during class hours. No social media browsing is allowed (except for those that we will use for class).