

East China Normal University

Jour 31 New Media Literacy

Instructor: Guosong Shao; Xueying Wang

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Home University: Shanghai Jiaotong University

Semester: June27 to July15, 2022

Course Hour: Monday through Friday, 160 mins per teaching day;

Total Contact Hours: 64 contact hours

Credits: 4

Designated Textbook with ISBN: *

1. Rheingold, H. (2012). Net smart: How to thrive online. Mit Press. ISBN: 9780262301497
2. Shao, G. (2012). Internet law in China. Elsevier. ISBN: 978-1-84334-648-7

**Notes: The course might be moved to online delivery due to COVID-19 pandemic. Students will be notified once such decision is made.*

Course Overview

Welcome to New Media Literacy. New Media Literacy is a way of thinking about the media; a way of deconstructing new media use and messages to gain more control over them.

In this class, there will be an exciting series of discussions and research about media literacy in its historical and contemporary contexts. Beginning with the history of the Internet, we will examine how Internet has changed from Web1.0 to 3.0. Then the majority of the semester will examine the “New Media Literacy”, which consists of different skills in the new media era and has gone beyond the definition of traditional media literacy. We will be deconstructing media use and content-- participation, rumors, advertisements, social activities, games, violence, infringement, crime--and developing an understanding of how new media influences and how we in turn can influence others. We will also discuss the importance of multiple of view, essential concepts, techniques and learn to how to protect ourselves and avoid hurting others in using new media.

New Media Literacy will be a rich course directed toward undergraduates in a variety of fields and disciplines but with a special focus on media studies and literacy education. We will pay attention to the communications and life skills necessary for full participation in our media-saturated, information-rich society. In this class, students will read some articles and book chapters. Critical readings and assignments will offer the cognitive skills to understand our new media culture. Instead of working for the new media, we will make it work for us.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain basic concepts and theory in new media.
2. Describe the historical context of new media communication
3. Use new media to share personal thoughts and interact with classmates.
4. Work collaboratively and collectively to build their knowledge in how new media are created, used, interpreted, and re-used by themselves and others.
5. Have a firm grasp on not only the treatment and relationships of literacy and new media in learning and communications context but also concrete experiences with the production and use of them.
6. Use these media skills to critique the media with the media.
7. Protect themselves and avoid hurting others in using new media.

Grading Scale and Notes

The following definitions will be used as a guide for the assignment of grades:

Number Grade	Letter Grade	Definitions
94-100	A	Extraordinary distinction, indicating a full mastery of course content and excellent work.
90-93	A-	
87-89	B+	Strong performance demonstrating a high level of attainment, indicating a good comprehension of the course material and the student's full engagement with the course requirements and activities.
84-86	B	
80-83	B-	
77-79	C+	Acceptable performance, demonstrating an adequate and satisfactory comprehension of the course material and the student has met the basic requirements for completing assignments and participating in class activities.
70-76	C	
60-69	D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
0-59	F	An unacceptable performance. The F grade indicates that the student's performance has revealed almost no understanding of the course content.

Assessment Policy

Assessment	Final Grade
Participation	30%
Final Presentation	30%
Research report	30%
Attendance	10%

Note:

Participation: For each lesson, you should read the assigned material in advance, express your thoughts in conjunction with the reading, and provide some topics or questions that we should explore in class discussions. You need not, however, reference all of the readings for that day but should focus your discussion on salient points of interest.

Final Presentation: The final presentation will be held on the 14th and 15th days of the course. On the first day of the official class, the presentation and discussion duration will be determined according to the number of students. Focusing on the content of the class from Day 4 to Day 12 of this semester, claim the theme of the speech, and enrich the content that you are most interested in or that

you think is the most important to share with everyone so that students can understand this topic deeper. After the speech, the students had a brief question and discussion session.

Research report: Organize the content of the final presentation into a manuscript as your final research report: At least 10 pages, double space, 12 font, Times new roman; Use APA style (or any other academic style in a coherent way).

Assignments must be completed and sent to email sjtuxueying@sjtu.edu.cn before July 18. Consequently, late work will not be accepted without prior consent of the instructor.

Attendance: Class attendance is mandatory. An absence is defined as not showing up for class, showing up 15 minutes or more late. More than one absence will result in your grade being dropped one grade. Excessive late arrivals will affect your grade. You are expected to: get to class on time; participate in class; prepare your assignments completely and on time; respect each other; develop a positive and professional work environment; be responsible and attentive to the demands of working with a partner; and keep all appointments.

Course Schedule

Date	Lecture	Reading/Assignments/ Examination
Day 1	Introduction: new media literacy	Rheingold (2012), Introduction: Why You Need Digital Know-How—Why We All Need It, pp 1–34
Day 2	The history of the Internet	History of the Internet, https://en.wikipedia.org/wiki/History_of_the_Internet
Day 3	Network participation	Rheingold (2012), Chapter 3. Participation Power, pp 111–146
Day 4	Network participation	Rheingold (2012), Chapter 4. Social-Digital Know-How: The Arts and Sciences of Collective Intelligence, pp 147–190
Day 5	Internet rumors	Don't get spun by internet rumors. https://www.factcheck.org/hot-topics/
Day 6	Online advertising	Online advertising, https://en.wikipedia.org/wiki/Online_advertising
Day 7	Social networking	The Evolution of Social Media: How Did It Begin, and Where Could It Go Next? https://online.maryville.edu/blog/evolution-social-media/
Day 8	Social networking	Rheingold (2012), Chapter 5. Social Has a Shape: Why Networks Matter, pp 191–238
Day 9	Digital games	Fromme (2012), Introduction: Computer Games and Digital Game Cultures: An Introduction, pp 1-28
Day 10	Cyber-violence	Peterson, J., & Densley, J. (2017). Cyber violence: What do we know and where do we go from here?. Aggression and violent behavior, 34, 193-200.
Day 11	Network infringement	Shao (2012), Chapter 4 Proprietary interests, pp 183–250
Day 12	Cybercrime	Cybercrime, https://en.wikipedia.org/wiki/Cybercrime
Day 13	Improve media literacy	Rheingold (2012), Chapter 1. Attention! Why and How to Control Your Mind's Most Powerful Instrument, pp 35–76 Rheingold (2012), Chapter 6. How (Using) the Web (Mindfully) Can Make You Smarter, pp 239–254
Day 14	Final presentation	The final presentation will be held on the 14th and 15th days of the course. On the first day of the official class, the presentation and discussion duration will be determined according to the number of students. Focusing on the content of the class from Day 4 to Day 12 of this semester, claim the theme of the speech, and enrich the content that you are most interested in or that you think is the most important to share with everyone so that students can understand this topic deeper. After the speech, the students had a brief question and
Day 15		

		discussion session.
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Note: Depending on time factors, the assignments and lecture subjects projected for the term may require modification or rescheduling.

Reading List:

1. Rheingold, H. (2012). Net smart: How to thrive online. Mit Press.
2. Fromme, J. (2012). Computer games and new media cultures: A handbook of digital games studies. A. Unger (Ed.). Dordrecht, Heidelberg, New York, London: Springer.
Johannes Fromme, Alexander Unger, Computer Games and Digital Game Cultures: An Introduction, Pages 1-28
3. Shao, G. (2012). Internet law in China. Elsevier. ISBN: 978-1-84334-648-7
Chapter 4 Proprietary interests, pp 183–250
4. Fromme (2012),
Introduction: Computer Games and Digital Game Cultures: An Introduction, pp 1-28
5. Peterson, J., & Densley, J. (2017). Cyber violence: What do we know and where do we go from here?. Aggression and violent behavior, 34, 193-200.
6. History of the Internet, https://en.wikipedia.org/wiki/History_of_the_Internet
7. Don't get spun by internet rumors. <https://www.factcheck.org/hot-topics/>
8. Online advertising, https://en.wikipedia.org/wiki/Online_advertising
9. The Evolution of Social Media: How Did It Begin, and Where Could It Go Next?
<https://online.maryville.edu/blog/evolution-social-media/>
10. Cybercrime, <https://en.wikipedia.org/wiki/Cybercrime>