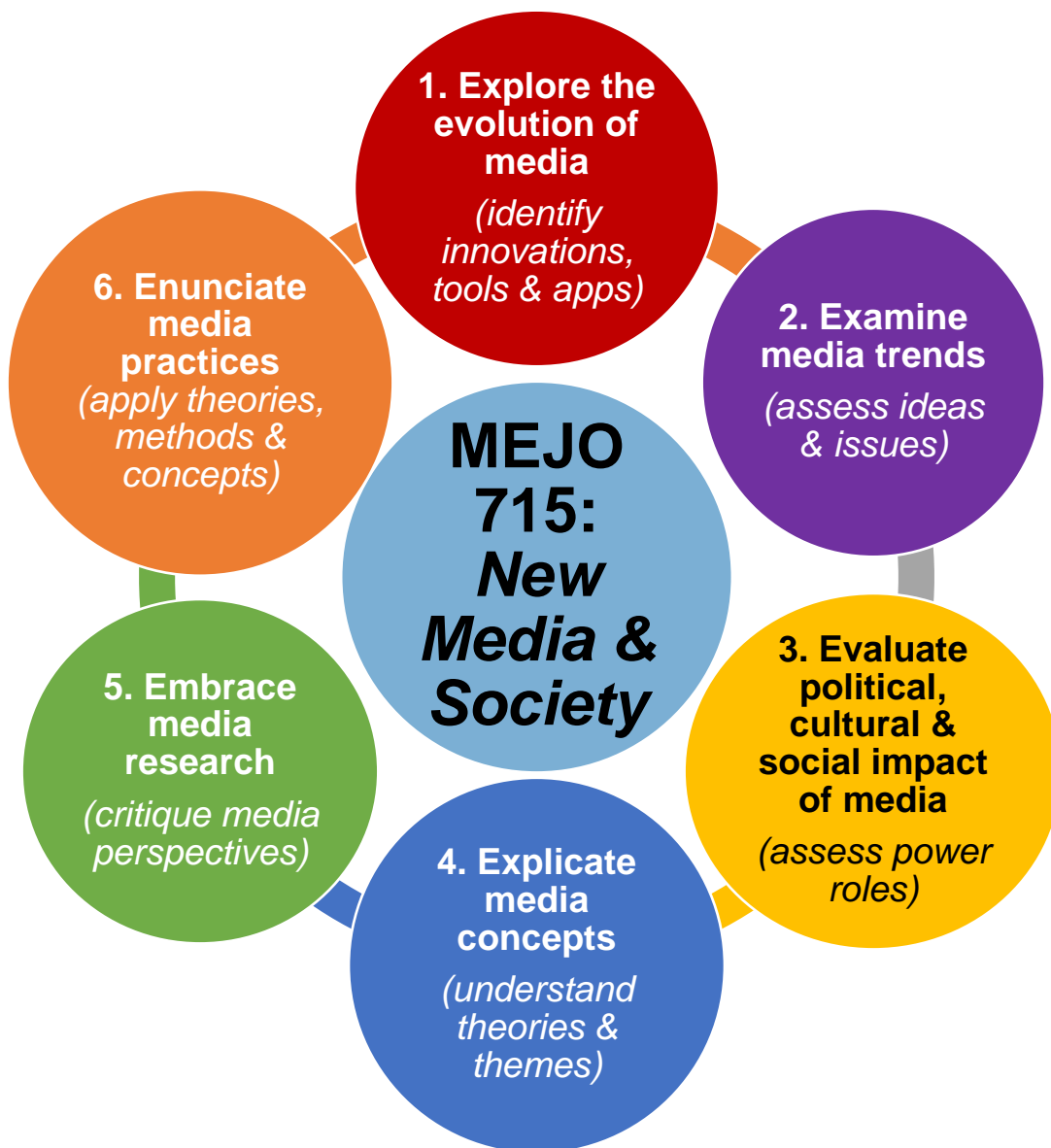THE UNIVERSITY
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Syllabus for MEJO 715: New Media and Society (Spring 2020)

MEJO 715 New Media and Society explores **cutting-edge trends** and the latest advancements in the **information technology landscape**. It will focus on **theoretical models** and **conceptual frameworks** that are relevant in **digital environments** as well as **practical applications** of those models and frameworks.

1. Explore the evolution of media
(identify innovations, tools & apps)

2. Examine media trends
(assess ideas & issues)

3. Evaluate political, cultural & social impact of media
(assess power roles)

4. Explicate media concepts
(understand theories & themes)

5. Embrace media research
(critique media perspectives)

6. Enunciate media practices
(apply theories, methods & concepts)

MEJO 715: *New Media & Society*

© Deb Aikat, 2020

Spring 2020 Course Schedule

Our MEJO 715: New Media and Society course is designed to help you gain a theoretical and conceptual understanding of 21st century digital media platforms and translate them into practical applications. In the true spirit of a digital media seminar for graduate students, we have meticulously designed modules for improved usability, a better mobile experience and, arguably, a better interface. As an online course, MEJO 715 is designed for your access anywhere and anytime.

What You Will Learn

MEJO 715: New Media and Society is designed to help us develop a nuanced understanding of diverse new media topics and their impact on society. The creation and diffusion of digital media and other communication technologies, combined with the rising sophistication of computer software and hardware, have transformed the ways that individuals, organizations and corporations communicate.

MEJO 715 is designed to introduce you to cutting-edge trends and the latest advancements in the information technology landscape. It will focus on theoretical models and frameworks that are relevant in digital environments as well as practical applications of those models and frameworks. Each course module will cover theories, themes and tools that are relevant to new media and society. We'll also explicate emerging trends and theories relating to new media and society. This course may not teach you everything about new media and society, but it should help you improve your conceptual grasp of new media and society and its importance. The course is designed to help you:

- ❖ Learn to integrate media insights and apply those ideas to professional situations
- ❖ Understand a variety of new media technologies and applications
- ❖ Engage in strategies for critiquing new media research.
- ❖ Develop a theoretically grounded set of digital communication best practices in an area of personal and professional interest to you;
- ❖ Explore a variety of new media technologies and applications;
- ❖ Learn how to analyze the significance of the media messages that barrage us every day;
- ❖ Improve our understanding of the impact of the media on various aspects of our lives;
- ❖ Gain a better appreciation of the global impact of the media in our society; and
- ❖ Critically analyze relevant media insights through reading, discussing, and evaluating media insights from research studies, books, white papers, popular articles among other sources.

☙ Course Instructor: MEJO 715 ❧

★ **Dr. Deb Aikat**
Associate Professor
Hussman School of Journalism and Media ,
374 Carroll Hall,
University of North Carolina at Chapel Hill,
Chapel Hill, NC 27599-3365.
Phone: 919 962 4090 (office) | Email: da@unc.edu

Spring 2020 Office Hours

For your convenience, I have listed an array of opportunities for us to interact:
➔ Since this is an online class, I cherish the opportunity to talk with you. So, please feel free to share with me a time during the evening or during the weekend when we may talk.
➔ You may email me (da@unc.edu) with your questions and comments.
➔ We may meet 4 to 4:30 p.m., Wednesday, in 374 Carroll Hall (Deb's office).
➔ We may meet 6 p.m. to 6:30 p.m., Monday, in 111 Carroll Hall.
➔ Walk-ins welcome. I invite you to stop by 374 Carroll Hall (Deb's office), anytime from 8 a.m. through 5 p.m. on any workday (*except when I am away at meetings or teaching a class*).
You may also schedule a time that's more convenient to you. Walk-ins welcome.

Students with Special Needs

We are committed to making accessible our course resources, procedures, exams, and facilities to students with disabilities and medical conditions.

If you require special accommodations to attend or participate in this course, please let the course instructors know as soon as possible. If you need information about students with special needs, visit the Accessibility Resources & Services site at https://ars.unc.edu/.

Through ARS, our university seeks to meet the individual needs of students with disabilities and medical conditions by coordinating and implementing appropriate accommodations. We recommend that you register with ARS if you would like us to provide accommodations, resources and services to this effect.

Course Readings

Befitting a contemporary digital media course, key readings will be provided electronically for you to access from our Sakai course web-space. We will also complement course readings with multimedia resources that inspire critical thinking about new media and society. We expect you to complete assigned readings before class.
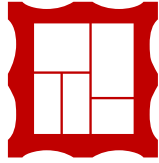
Course Participation

You will be graded on your participation in the course, so it is important that you share your ideas, interact, and participate regularly in class discussions. Students in past classes have told me that this can be an exciting experience.

Students have asked me about my expectations for participation and my evaluation of that participation. I expect your participation to be insightful, comprehensive, and regular, and I will evaluate both the quality and quantity of your participation. In addition, we may use Sakai course statistics (such as user accesses) to assess the frequency of a student's class participation over time.

For most weeks of our course, participation in class activities (such as discussions) is worth 30% of the course grade. This means you can earn credit for actively participating in our online course. It is important for you to know that "absentee" students (or those who do not participate) will lose points. If you do not take part in online class discussions for a week, you will lose participation credit for that week. So, use it or lose it--it's that simple.

There is no make-up policy for missed work except in the case of medical, bereavement or other countervailing conditions. If you will e-mail me ahead of time, we can arrange for you to make up missed work. It is your responsibility to find out what we covered during the time you missed, and it is your responsibility to incorporate the things we discuss into your own projects.

Five Rules for Course Participation

This course may require your undivided attention every week. We suggest all students to plan well their work schedule. The major projects require research. You should count on spending at least six hours a week working on assigned projects. You should also complete the assigned readings on time.

The key to my evaluation of your discussion board participation is both quality and quantity. We use five rules in evaluating your participation:

RULE #1: You must regularly post messages to the discussion board for each week to earn a passing grade for discussion board participation. It is not enough to just read messages or lurk on the discussion board. You must contribute to discussion board proceedings by posting messages that reflect your thoughts (for or against) any aspect of the topic under discussion, answer discussion board questions (from the instructor or anyone in the class), or share other ideas relevant to the course content. You should communicate frequently and make comprehensive contributions on the discussion board.

RULE #2: Students who demonstrate a frequent failure to read the course materials for a specific week will lose points. So, it is important for you to read articles or view videos assigned for each weekly topic. We may use Sakai course statistics (such as user accesses) to assess the frequency of a student's class participation over time.

RULE #3: You should post a minimum of three detailed messages on the discussion board for each week. A detailed message should comprise the following:

⊙ More than 16 lines. (*I am not going to count the lines, but you get the idea!*)

⊙ Substantive information such as details about the point you are making (either disputing or agreeing with thoughts and ideas expressed by another class member) or presenting your viewpoints or ideas about the class reading or topic for that week. This doesn't mean you can't post shorter messages, but to earn the minimum credit you have to post three detailed messages.

RULE #4: Each detailed message should be posted on different days of the week with a time difference of at least six hours from one another. This means that you should not post all three detailed messages on one day or post one message before midnight and then another at 1:00 am, just to fulfill the

different day requirement. This rule is intended to prevent students from "binge posting" on the discussion board. Again, this doesn't mean that you may not post frequent messages. On the contrary, we recommend that you communicate as often as you can. However, you will lose points if you don't post three detailed messages on different days of the week.

RULE #5: Your grade for discussion board participation will be computed as an average of several grades that are earned over the semester. Final grades are not negotiable. Doing extra work at the end of the semester to improve a discussion board participation grade is not an option because that would not be fair to other students in the course. If you wish to earn a good grade, work hard from the beginning of the semester.

Honor Code

Remember, as proud members of the UNC-Chapel Hill community, we are bound by the University's **Honor Code**: "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity."

☑ Grading

Your course grade will be computed by averaging MEJO 715 assignments and, activities, as detailed and weighted below:

Percentage of course grade	Project Details (*see the MEJO 715 Week-by Week in Sakai for projects details and deadlines*)
20%	**Pitch Final Project Topic & Annotated Bibliography** (Week#5)
20%	**Each One, Teach One about New Media and Society** (Week#11)
20%	**Final Project: Best Practices in Media Manual** (Week#16)
30%	**Course Participation** *including participation credit for completing mid-semester feedback and end-semester evaluation* (Weeks#1-17)
10%	**Leading class activities** *such as weekly discussions and serving as a peer leader among other activities* (Weeks#1-17)
100%	

Late work or tardy submissions: See the **MEJO 715 Schedule** on Sakai for project details and deadlines. If you delay your project, your grade on that assignment will drop 10 %, which is the equivalent of one letter grade, (for example, from an H to a P). All projects are due at the deadline on the assigned date. Late projects will be penalized for each day they are late. If it's not ready at deadline time, it's already considered a day late.

The UNC Chapel Hill Graduate School Handbook offers the interpretive phrases given below:
H: Clear excellence.
P: Entirely satisfactory.
L: Low pass. (A student who accumulates nine or more hours of L may be ineligible for further graduate study and must petition for reinstatement.)
F: Fail. (The recording of a grade of F for a graduate student causes the student to be immediately ineligible for further graduate study, in which case the student must petition for reinstatement.)
IN: Incomplete (The IN grade will be changed by the Graduate School to F* after one year, thereby making the student ineligible for further graduate study, if not changed by the instructor. A form can be filed to request an extension of time to resolve an IN grade.)

Grade issues...

We are committed toward **grades that are fair and appropriate**. It is important for you to know that the final grade is an average of several grades that are earned over the semester. **Final grades are, therefore, NOT negotiable**. Doing extra work to improve the final grade is NOT an option because that would be unfair to other students in the course. **If you wish to earn a good grade, work hard from the beginning of the semester**.

Grade Appeal

Although grades are not negotiable, we carefully consider any concerns about an assignment grade, as long as the concern is *promptly* identified. If you have questions or dispute a particular grade, please bring it to our attention **within a week of receiving that particular grade**. The only grades that we will discuss at the end of the semester are those assignments you complete at the end of the semester.

You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade. If you are not satisfied, you may submit your appeal in writing along with the assignment or project in question. I will respond to your appeal. If you are not satisfied, you may appeal to your academic dean.

The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint and will recommend action to the dean who appointed the committee.

Once reported, permanent course grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above. A formal grade appeal, if any, must be filed no later than the last day for late registration of the next semester.

We Cherish Diversity.

Diversity is vital to media and journalism. This class prohibits policies, procedures or practices relating to willful discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. This course seeks to create and maintain a positive atmosphere of nondiscrimination. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the learning community whether victim, perpetrator, or observer. As a community of scholars, this class affirms its commitment to equal opportunity for all.

ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) evaluates professional media and journalisms programs in colleges and universities. The ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course covers the following values and competencies:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- apply tools and technologies appropriate for the communications professions in which they work.

This course is designed to build your abilities in each of these areas depending on your research interests and specific area of specialization. In this class, we will also seek to address the values and competencies as outlined above.

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January 8, 2020

Dear Students in MEJO 715 Spring 2020:

Welcome to MEJO 715 New Media and Society! Thank you for choosing this class as part of your coursework. *You have paid your hard-earned money for an enriching academic experience.* Thus, our job is to ensure that when you leave this class in May, you truly feel that *you have received your money's worth.*

You are the most important part of this University. You do not depend on me. I depend on you. *You are not an interruption of my work - you are the purpose of it.* I am not doing you a favor by serving you - you are doing me a favor by giving me the opportunity to work with you.

My job is to make your educational experience as *stimulating and rewarding* as I can and to create an environment conducive to facilitating your learning experience. *However, I cannot perform my job alone.* I need your help. *Your job is to participate in this class with an open mind and with enthusiasm* because I cannot teach you anything unless you are willing to learn.

If at any time during the course of your semester *you feel that that this course is not meeting your expectations, please don't hesitate to come and talk with me.* I look forward to spending the next several weeks with you. I will give 130 percent toward making this *a unique and valuable learning experience for you.*

In conclusion, as we begin our journey together this semester I would like you to consider the following words: *"The only limitations in our lives are those we place on ourselves."*

Here's wishing you a productive Spring 2020 semester!

Cordially,

Deb Aikat

P. S.: I firmly believe in the value of *an informal and flexible learning environment.* Feel free to make suggestions about *what you would like to get out of this class.* I believe in a team effort and your ideas are as valuable as mine.

I view my responsibility as working with you to help you learn about media and society, *produce high quality* work, achieve *a good grade* for your efforts and a valuable set of research skills. If you need help, I am here to provide it. *Do not wait until it is too late.* If you have a problem, please communicate with me and we will work together to find a solution.

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Dr. Deb Aikat
Associate Professor
UNC-Chapel Hill's Hussman
School of Journalism and Media

A former journalist, **DEB AIKAT** (*pronounced EYE-cut*) has been a faculty member since 1995 in the Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill. An award-winning researcher and teacher, Dr. Aikat theorizes the role of digital media in the global sphere. His research ranges across the media.

Dr. Aikat co-authored the 2019 book, *Agendamelding: News, social media, audiences, and civic community,* with Dr. Don Shaw, Dr. Milad Minooie and Dr. Chris Vargo. *Agendamelding* theorizes how audiences meld messages of newspapers, television, and social media in our 21st century digital age. Authored by pioneers of agenda setting theory and digital media researchers, the book was recognized as a winning title in the 2016 AEJMC-Peter Lang Scholarsourcing competition. The *Agendamelding* book marks the 50th anniversary of the seminal 1968 agenda-setting study conducted at UNC-Chapel Hill.

Dr. Aikat's research has also been published in book chapters and refereed journals such as *First Amendment Studies*, *Health Communication*, *International Journal of Interactive Communication Systems and Technologies*, *Global Media and Communication*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery (ACM) and the Microsoft Corporation. His research has been funded by government agencies (e.g. *the US Department of State, US Department of Education's Title VI grants*), corporate foundations (e.g. *the Freedom Forum, the Scripps Howard Foundation*) and industry (e.g. *IBM, Knight Ridder*). He serves as an elected member of the AEJMC Publications Committee.

The Scripps Howard Foundation recognized Dr. Aikat as the inaugural winner of the "National Journalism Teacher of the Year award" (2003) for his "distinguished service to journalism education." The International Radio and Television Society named him the Coltrin Communications Professor of the Year (1997).

Dr. Aikat's research and teaching excellence awards (*see curriculum vitae for a full list*) include UNC Chapel Hill's Diversity Award for Faculty (2019) "for exemplary scholarship in promoting diversity, equity, social justice, community engagement, and/or cultural awareness," A**EJMC Senior Scholar Grant Award (**2017-18), the A**EJMC-Scripps Howard R**esearcher of the Year **(**2014-15), several AEJMC top research paper awards, **Distinguished Teaching Award for Post-Baccalaureate Instruction (**2003), which is UNC-Chapel Hill's highest honor for excellence in teaching graduate students, the David Brinkley Teaching Excellence Award (2000), the AEJMC's Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), UNC's topmost honor for teaching undergraduate students, the UNC-

Chapel Hill Students' Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-Chapel Hill senior classes honored him with the Edward Kidder Graham Favorite Faculty Awards for nine years (1997 through 2005).

Dr. Aikat served from 2007 through 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and media programs in universities. With funding from the US Department of Education grant to Indiana University, he visited Russia in May 2015 to research press freedom in the former Soviet Union. He founded in 2015 the South Asia Communication Association (SACA), which has brought together 1,625 scholars and professionals in examining media and communication in South Asia and its diaspora worldwide.

Dr. Aikat currently serves as an elected member of UNC Chapel Hill's Faculty Executive Committee, which advises UNC administrators on key issues, and UNC's Faculty Hearings Committee, which conducts hearings on faculty dismissals. He has served since 2014 on the UNC Honor Court's Faculty Hearings Board Panel that adjudicates violations of academic honesty, personal integrity, and responsible citizenship.

In addition to teaching small (45 students) and large (310 students) classes on campus, Dr. Aikat has taught online courses for more than 22 years. In 1997, he conceptualized UNC's first online course in journalism. He developed in 2003 a graduate-level online certificate program in "Technology and Communication." He has won fellowships from renowned research institutions such as the United States Information Agency (1990), the Institute for the Arts and Humanities (2000 & 2003) and the Journalism Leadership Institute in Diversity (2004-05).

Dr. Aikat earned a Ph.D. in Media and Journalism, in 1995, from the Ohio University's Scripps School of Journalism. He completed a Certificate in American Political Culture from New York University in 1990. He graduated with academic distinction at the top of his class in M.A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B.A. with honors in English literature in 1984. He worked as a journalist in India for the Ananda Bazar Patrika's *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.

Spring 2020 Course Schedule for
MEJO 715: New Media and Society

❖ Go to the Sakai course space to access the MEJO 715 Week-by-Week schedule.

❖ Follow the updated online schedule for important dates and deadlines.

❖ The course schedule may change as the semester evolves **to create the best learning environment for you**.

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MEJO715.975.SP20

☐ Sites

☐ Tools   ☐ MJ-715 Week-by-Week

Add Content ☐   More Tools ▾   Reorder ☐

MEJO 715: New Media and Society Week-by-Week

~~ Course Schedule for *MEJO 715*

Important Note: The course schedule *(as outlined here)* may change as the semester evolves to create the best learning environment for you.

Scroll to the end to view earlier weeks.

♦ Week 1: Jan. 8-Jan. 11, 2020:

See syllabus and read next week's learning module, **Inform, Inspire, Ignite: Technology Transforms Media and Society**

♦ Week 2: Jan. 12-Jan. 18, 2020:

Jan. 20 (Mon) MLK Holiday (No class)

See syllabus and Discuss, dissent and debate on the Media Think discussion board..

Assignments this week:

► Read Revised MEJO 715 course syllabus for Spring 2020

Share your questions or comments, if any, in our **MEJO 715: Welcome abroad** discussion board.

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: **Aikat, Deb and all of us**

♦ Week 3: Jan. 19-25, 2020:

Inform, Inspire, Ignite: Technology Transforms Media and Society

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Atkinson, Mike

♦ Week 4: Jan. 26 - Feb. 1, 2020:

Watchdogs and Whistleblowers: The Changing Role of News Media in the 21$^{\underline{st}}$ Century

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Berzins, Kiecha Langston

*** Leader for Digital Media Wisdom: Bright, Mackenzie: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 5: Feb. 2-8, 2020**:

E Pluribus Awry! Theorizing Race, Class and Gender in Media

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Campanelli, Sara Marisa

♦ **Week 6: Feb. 9-15, 2020**:

Media Storytelling: Design, Theory, and Practice

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Charles, Phillipe

*** Leader for Digital Media Wisdom: Heiss, Jennifer Garifo: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 7: Feb. 16-22, 2020:**

We Are All Gatekeepers: Media Platforms as Sources of Knowledge

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Hodges, Derek Robert

♦ Submit your **Project Pitch and Annotated Bibliography Assignment + APA Style Demystified** by to your folder in 715 Drop Box on Sakai by 6 pm EST, Sun., **Feb. 24 (Sun.)** [20% of total grade].

*** Peer leader for this Project: **Deb Aikat**

The peer leader will collaborate with Deb (Aikat) to help you address questions and accomplish project success.

Project details: Besides sharing your plans for the final project (see details below), this assignment will enable us to compile an annotated bibliography on your proposed final project topic. This assignment will also enable you to refine your ability to research, identify and cite important information from both academic and popular articles, in preparation for our final project, which is due 6 p.m., April 28 (Sun.).

For the MEJO 715 final project, research and develop a best practices manual. Your best practices manual should enunciate a set of strategies or guidelines based on proven effectiveness and supported by research insights. The topic of your best practices manual should be a digital media issue that is of personal and/or professional interest and value to you.

► Read important assignment tips & instructions for Final Project Pitch and Annotated Bibliography + APA Citations Demystified

♦ **Week 8: Feb. 23 - Feb. 29, 2020:**

Ethical Implications for Digital Media: How Technology Complicates Media Ethics

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Horne, Jonathan Tucker

*** Leader for Digital Media Wisdom: Hulme, Casey Colahan: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 9: Mar. 1 - Mar. 7, 2020:**

Integrating Influence and Information: Paid, Earned, Shared and Owned Media

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Iliaifar, Amir Anthony

♦ **Week 10: {Spring Break >> 5 p.m., Mar. 6, Fri., through Mar. 15, Sun.}**

♦ **Week 11: Mar. 15 - 21, 2020:**

♦ Post your **Each One Teach One** assignment to the Media Think discussion board by 6 pm EST., **March 16 (Mon.), 2020**.

*** Discussion leader: **Deb Aikat**

♦ By March 21 (Thur.) or earlier complete reading EOTOs of class colleagues assigned to you (click link to see your assignment).

♦ We will have ample time to read because we have NO assigned readings this week.

♦ Read and react in the discussion forum by 11:50 pm EST, March 23 (Sat.), 2020.

*** Leader for Digital Media Wisdom: Jenkins, Venita L.: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ Post your **Each One, Teach One (EOTO)** assignment [20% of total grade] by 6 pm EST., **March 16 (Mon.), 2020**.

*** Leader for Each One Teach One Project: **Deb Aikat**

The peer leader will collaborate with Deb (Aikat) to help you address questions and accomplish project success.

Project details: For our Each One Teach One (EOTO) Assignment, share something interesting, exciting and informative about your best practices manual topic. The EOTO will give you the unique opportunity to "teach" our class about your manual topic. In addition, your will also learn from your peers about several other media issues or problems. Our peers will also share ideas and insights to enhance your best practices manual for the MEJO 715 final project (*which is due on April 28*).

♦ *Write a two-page explanation of your manual topic with brief explications of five best and five worst practices on your manual topic.*

► Click here for important assignment instructions for Each One Teach One.

♦ Participate in the EOTO discussion board by 6 pm EST, **March 23 (Sat.)**, **2020**.

♦ **Week 12: Mar. 22 - 28, 2020:**

The Good, the Bad and the Ugly of Digital Media Disruption

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Jurczewsky, Jennifer Ann

*** Leader for Digital Media Wisdom: Kealy, Megan Elizabeth: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 13: Mar. 29 - Apr. 4, 2020:**

The Viral, Verbal, and Visual Media: Social Media and Our Communities

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Likness, Sonja

*** Leader for Digital Media Wisdom: **Locklear, Chad** Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

*** April. 11, Thurs.: Email invitation to evaluate this course.

♦ **Week 14: Apr. 5 - 11, 2020:**

Everyone's a Media Brand: Identity and Reputation in the Digital Age

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Rose, Elizabeth Holton

*** Leader for Digital Media Wisdom: Snively, Elizabeth: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 15: Apr. 12 - 18, 2020:**

Are the Media Mightier? The Pursuit of Freedom Worldwide

Assignment this week:

Discuss, dissent and debate on the Media Think discussion board.

*** Discussion leader: Welch, Bethany Wright

♦ **Week 16: Apr. 19 - Apr. 25**:

April 24 (Friday), last day of class

Final Project: Best Practices Manual

Assignment this week:

*** Submit by **6 pm EST, May 5, 2020** (Sun.) your Final Project: Best Practices Manual in the your folder on Sakai DropBox. {*deadline extended from April 28*}

*** Leader for Final Project: Deb Aikat

The peer leader will collaborate with Deb (Aikat) to help you address questions and accomplish project success.

Project details: Write a practical and well-sourced manual that translates appropriate research insights into a concrete set of guidelines for your audience. Include in your manual a three-page introduction, a detailed 500-word explication for each of your EIGHT best practices meticulously cited in American Psychological Association (APA) citation style, a glossary of 12 relevant terms, and a reference list that readers of your manual could use for additional information. *See specific details and examples in sample project on Pages 4-26 of this document*.

*** Leader for Digital Media Wisdom: **Williams, Deanna LaShawna**: Read and share important insights from 5 key authors from the NiemanLab Predictions for Journalism 2020

♦ **Week 17: Apr. 26 - May 2, 2020**:

*** **5 p.m., April. 26, Fri.**: Complete evaluations (course evaluation site closes midnight, April 26, Fri.).

Assignment this week:

► Complete MEJO 715 end-semester evaluations.

► Submit final project

*** April 16, Tues.: Email invitation to evaluate this course.

*** April 26, Fri.: Complete evaluations (*course evaluation site closes April 26, Fri.*)

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~ Classes End: Fri., April. 26, 2020

♦ **Week 17: Apr. 28 - May 4**:

~ Final exam schedule for Spring 2020

~ Reading Day#1: Apr. 29, 2020 (Wed.)

~ First day of Exams: April 27, 2020 (Mon.)

~ Reading Day#2: May 2, 2020 (Sat.)

~ Last day of Exams: May 5, 2020 (Tue.)

~ Spring Commencement: May 10, 2020 (Sun.)

Earlier weeks

End of course calendar

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