



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 541 New Media for Children and Young Adults – Course Syllabus (3)

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| Program: | Master of Library and Information Studies |
| Year: | 2019-2020 Winter 1 |
| Course Schedule: | Thursdays, 8:00 a.m. to 10:50 a.m. PT |
| Location: | Irving K. Barber Learning Centre, Room 461 |
| Instructor: | Eric M. Meyers |
| Office location: | iSchool Suite, Room 485 |
| Office phone: | (604) 827-3945 |
| Office hours: | Thursdays, 12:00 p.m. to 2:00 p.m. PT |
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| Learning Management Site: | http://lthub.ubc.ca/guides/canvas/ |

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Course Goal:

This course will survey the emerging media forms and formats which affect the lives of many young people. "New Media" in this course is broadly defined to encompass a wide array of artifacts and technologies which flavor modern childhood, including but not limited to: movies, games, videos, websites, virtual reality, apps, toys and transmedia assemblages. The goal is to engage critically with these media forms, examining how children incorporate them (or don't) in their daily lives, and how adults shape and reshape notions of child culture and play. In the process, we will grapple with diverse conceptions of both media and children, and confront issues that sometimes lie below the surface of media creation and use, such as power and control, privacy, safety, gender bias, cultural stereotypes, authority and violence.

Course Objectives:

Upon completion of this course students will be able to:

1. Identify the developmental attributes of youth as they relate to media design, selection, and use [1.1]
2. Apply knowledge of young people and media to contemporary social concerns, including fair use, safety, privacy, violence, and demographic inequity [1.4, 5.3]
3. Contribute to debates on the effects of media on youth culture and behavior [1.4, 5.2]
4. Apply knowledge of the historical, cultural, and technological context of youth media to contemporary youth services [1.3]
5. Analyze and evaluate diverse technologies, media, programs, or services designed for and/or adopted by youth [4.1]
6. Conceptually design or redesign youth media [4.2]



7. Identify and discuss future trends in new media for youth [2.1]

Course Topics:

- Changing conceptions of media and youth
- Commercialization and commoditization of play
- Participatory and social media: Texting, tagging, tweeting
- Children and youth as media creators
- Digital libraries and digital storytelling
- Games and gaming culture
- Gender/ cultural images and stereotypes
- Virtual worlds & virtual reality
- Artificial intelligence and children’s data aggregation/use
- Social, ethical, and developmental issues surrounding media creation and use
- “Digital divide” and demographic inequity
- Cross-cultural and global perceptions of media and childhood
- Emerging and future trends in media design and use

Prerequisites:

MLIS and Dual MAS/MLIS: completion of the MLIS core

MAS: completion of MAS core and permission of the Graduate Adviser

MACL: none

Format of the course:

Class sessions will combine lecture, discussion, and hands-on work with a variety of media forms. Many sessions will include student-led discussion.

Required and Recommended Reading:

There is no required textbook or custom course materials for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

Course Assignments:

| Assignment Name | Due Date | Weight | Graduate Competencies |
|-------------------------------|---|-------------------------|----------------------------|
| Participation and Prep Notes | Throughout | 20% | 1.1, 2.1 |
| Values Analysis | Week 5 | 10% | 1.3, 1.4, 5.2 |
| “Trend Spotting” Presentation | Weeks 8, 9, 11 | 10% | 1.1, 2.1 |
| Youth Media Project | Proposal: Week 7 Annotated Bib: Week 10 Presentation: Week 13 Final: Week 14 | 10% 15% 5% 30% | 1.1, 1.4, 4.1, 4.2, 5.3 |

Assignment Details:



Detailed assignment descriptions will be made available on Canvas. These descriptions are useful as a basic guide, but **the full description is the final word** on assignment parameters, including length and due date.

Preparatory Notes – students will engage with the assigned weekly reading and provide 150-200 words of reflection on a question or issue that the reading raised. Notes should be uploaded to Canvas by 8:00 p.m. the evening before class. Students are expected to reflect on 6 of 9 opportunities for a B+/A- grade. No prep notes are expected on days an assignment is due.

Values Analysis – students will use a human values-oriented framework modeled in class to analyze a piece of children’s media, a media service, or a children’s technology. The values analysis deliverable will consist of a short (<2000 words) report using a template provided in advance.

Trend Spotting – students present on a provocative, engaging or emerging trend in children’s media (~10 minutes). The presentation may showcase an artifact, phenomenon, event, or theme related to kids and media, and involve interaction with the class. Visuals are strongly encouraged. Some portion of the presentation should be set aside for audience engagement, questions, and discussion.

Youth Media Final Project – students will develop and execute a final project focusing on youth media. Students have three choices for the format of a final project:

- 1) select a technology or piece of interactive media and critically analyze it using a theoretical framework (4-6,000 words);
- 2) analyze youth behavior with a technology or media artifact using empirical data (4-6,000 words);
- 3) design a piece of youth media or new technology (prototype plus 2,000 word paper).

Each of these formats and processes will be modeled using in-class activities. Projects will be presented briefly in a lightning talk format during the last class session (~5 minutes). The overall project is worth 60% of the final grade; however, the proposal (10%) and bibliography (15%) are key deliverables included in the final grade.

Course Schedule [week-by-week]:

| Date | Topic | Assignment Due |
|--------------|---|-------------------------------------|
| September 5 | Introduction to the course, assignments, and policies | |
| September 12 | What is “new” about new media? Society and technoculture. | Prep Note 1 |
| September 19 | Perceptions of digital kids & digital tools | Prep Note 2 |
| September 26 | Theories applied to media and media use: Critical analysis | Prep Note 3 |
| October 3 | Understanding participatory media: Empirical analysis | Values Analysis |
| October 10 | Developing media for kids: Design techniques | Prep Note 4 |
| October 17 | Student-Led Topics: Reading platforms and digital texts | Project Proposal |
| October 24 | Student-Led Topics: Fandom and affinity | Prep Note 6 Trend Spotting (1/3) |
| October 31 | Student-Led Topics: Apps and mobile technologies | Prep Note 7 Trend Spotting (2/3) |
| November 7 | Student-Led Topics: Social media and social networks | Annotated Resource List |
| November 14 | Student-Led Topics: Virtual worlds; VR; Games and gaming cultures | Prep Note 8 Trend Spotting (3/3) |



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| November 21 | Student-Led Topics: Digital divide; Ethical and policy issues in youth media | Prep Note 9 |
| November 28 | Course Wrap-Up | In-Class Presentations |
| December 5 | Exam Week | Final Project Due |

Attendance: Class attendance and participation are important elements of the course, and it is expected that student attend all class meetings. Participation grades reflect the quality and regularity of student participation in class discussion, as well as exercises completed during class sessions.

- If you know you are going to be absent, inform the instructor beforehand via email if at all possible.
- Up to 2 excused absences are allowed with prior notification. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Written assignments will be accepted in .doc or .docx format via Canvas. All assignments are to be turned in at the beginning of class (8:00 a.m.) on the date due unless noted otherwise. Early assignments are always welcome. Late assignments will not be accepted unless a prior arrangement with the instructor is made 24 hours in advance of the assignment due date. Late assignment penalties can be as high as 5% per day, up to 7 days, after which an assignment will not be accepted.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: <https://students.ubc.ca/about-student-services/centre-for-accessibility>. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)

Faculty of Arts

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>]

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.