

**COURSE SYLLABUS**

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
New Generation in Media	DIME 402	8	Theory 3	Practice 0	3	5
Course Type	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	YES	YES	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		YES		-	

Language of Instruction	English
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Course Instructor(s)	Yrd. Doç. Dr. Ömer Yetkinel	E-mail : omer.yetkinel@arucad.edu.tr
Course Objectives	<p>The 21st century has been a witness to the continuous technological advancement of society due to the advent of the digital revolution. The dynamic nature of digitization coupled with globalization, took the world's technology to a higher notch. It changed the way people live, work, and play. Ultimately, it brought new meaning to the study and practice of media, communication, and social interaction in general. With the developments of information technologies there exists two different generations. One of these generations was born into the technology age and grew up with technology. The other one meet with technology in the late ages. Thus, they have different habits, different expectations and different learning preferences. The aim of this course is to guide students to design their online environments based on the new generation's needs and expectations.</p>	
Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students will be able to design their online environments based on the new generation's needs and expectations.</li> <li>Develop analytical tools for understanding the complex information society</li> </ul>	

	<ul style="list-style-type: none"> <li>Examine how the cultural, political, and economic environments are changing with the emergence of new media and digital technologies</li> </ul>
<b>Course Content</b>	<p>Today's digital media news industry requires agility, consistency and creativity. The digital media news space has grown exponentially in the last five to ten years. Before, digital outlets were viewed more as risky experiments. Today, they're among the leading newsrooms. Students will be able to evaluate this and will offer new changes in new media. This course's objective is to face the modern news media; which continues to change, in part driven by the emergence of new technology platforms. It has also been influenced by shifting generational consumption patterns and the continued polarization of politics. This course will figure out how news media has changed through time and how it evolved and ended up with in social media.</p>

<b>COURSE OUTLINE/SCHEDULE</b>			
<b>Week</b>	<b>Topic</b>	<b>Implementation (theory/practice)</b>	<b>Required Reading, Preliminary preparation</b>
1	Introduction to class	T	-
2	Technology, Social Life and Moral Panics	T	Livingstone, S. (2018). Review: iGen: why today's superconnected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood. <i>Journal of Children and Media</i> , 1-5.
3	Historicizing "New" Media	T	Humphreys, L. (2018). Introduction and Chapter 3. In <i>The qualified self: Social media and the accounting of everyday life</i> . Cambridge, MA: MIT Press.
4	The Internet's History and Economy-Politics of New Media	T	Stevenson, M. (2018). From hypertext to hype and back again: Exploring the roots of social media in the early web. In J. Burgess, A. Marwick and T. Poell (eds.). <i>The SAGE Handbook of Social Media</i> . Sage Press.
5	Industry: Reconfiguring Cultural Production and Distribution	T	Napoli, P. M. (2014). On automation in media industries: Integrating algorithmic media production into media industries scholarship. <i>Media Industries</i> 1(1).
6	Working in New Media	T	Cohen, N. S. (2015). Entrepreneurial journalism and the precarious state of media work. <i>South Atlantic Quarterly</i> , 114(3), 513-533.

7	Gender and Sexuality	T	Herring, S. C., & Kapidzic, S. (2015). Teens, gender, and self-presentation in social media. International encyclopedia of social and behavioral sciences, Oxford: Elsevier.
8	Mid-Term Exam	T	-
9	Gender and Sexuality II	T	Herring, S. C., & Kapidzic, S. (2015). Teens, gender, and self-presentation in social media. International encyclopedia of social and behavioral sciences, Oxford: Elsevier.
10	Class and Intersectionality	T	Pitcan, M., Marwick, A. E., & Boyd, D. (2018). Performing a vanilla self: Respectability politics, social class, and the digital world. Journal of Computer-Mediated Communication, 23(3), 163-179.
11	Politics: Political Polarization	T	Hardy, B. W., Tallapragada, M., Besley, J. C., & Yuan, S. (2019). The Effects of the "War on Science" Frame on Scientists' Credibility. Science Communication, 41(1), 90-112.
12	News and Information in the Age of Algorithms I	T	Woolley, S. C., & Howard, P. N. (2016). Political communication, computational propaganda, and autonomous agents. International Journal of Communication, 10, 9.
13	News and Information in the Age of Algorithms II	T	Woolley, S. C., & Howard, P. N. (2016). Political communication, computational propaganda, and autonomous agents. International Journal of Communication, 10, 9.
14	Final Exams	T	-

<b>Required Course Material(s) / Reading(s)/ Text Book(s)</b>	<ul style="list-style-type: none"> <li>Livingstone, S. (2018). Review: iGen: why today's superconnected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood. Journal of Children and Media.</li> </ul>
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<b>Recommended Course Material(s)/ Reading(s) /Other</b>	<ul style="list-style-type: none"> <li>Dynarski, S. (2017, Nov 22). Laptops are great, but not during a lecture or meeting. The New York Times.</li> <li>Standage, T. (2013). History Retweets: How Ancient Romans Created Social Media. Wall Street Journal.</li> </ul>
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<b>ASSESSMENT</b>		
<b>Learning Activities</b>	<b>NUMBER</b>	<b>WEIGHT in %</b>
Mid-Term (Project)	1	30
Quiz	-	-
Assignment	1	20
Project	-	-
Field Study	-	-
Presentation / Seminar	-	-
Studio Practice	-	-
Other	1	10
<b>Contribution of Final Examination/Final Project/ Dissertation to the Final Grade</b>	-	-
<b>TOTAL</b>	1	40

<b>CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES</b>						
<b>No</b>	<b>PROGRAMME LEARNING OUTCOMES</b>	<b>Level of Contribution (1- lowest/ 5-highest)</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	To know and explain the basic concepts, theories, institutional structures of communication.					√
<b>2</b>	To know the history of the game industry and the foundational theories of game design, thus, to be able to explain the terms of professions, professional ethical roles and responsibilities of the profession.					√
<b>3</b>	The ability to follow the technological and socio-cultural developments and understand the impact of these development on the game industry and observe the changes.					√

4	The ability to take part in international working environments and be able to analyse the international game industry's needs.					√
5	Knowledge of count design, pattern manipulation and terminology for game and production tools.					√
6	Being able to produce, designs, create and program application works in the production processes related to this profession.					√
7	Knowledge of the basic principles and processes related to the narrative, aesthetics, technical elements of audio-visual animated and interactive content, and distinguishing successful or unsuccessful works with these aspects.					√
8	The awareness that each design involves social contexts and in some cases, ethical choices, being able to analyse and evaluate these situations.					√
9	Ability to solve problems using resources to find the best solutions to game development challenges.				√	
10	Ability to create, develop and manage professional workflows,			√		
11	Ability to communicate effectively with colleagues, customers, and colleagues in the industry, in a professional context, using written, oral, and up-to-date communication technology.	√				

ECTS / STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	14		3	42
Preliminary Preparation and self- study	14		3	32
Mid-Term	1		10	20
Quiz	-		-	-
Assignment	1		20	20
Project	-		-	-
Field Study	-		-	-
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	1		10	10
Other	-		-	-
<b>TOTAL WORKLOAD</b>				134
<b>TOTAL WORKLOAD / 25</b>				5,36 = 5
<b>ECTS</b>				<b>5</b>

#### **ETHICAL RULES WITH REGARD TO THE COURSE**

##### **Plagiarism Disclaimer**

Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional lives.

Plagiarism is easy to avoid if you make sure to identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources.

**Maximum similarity level is 20% in written assessments.**

#### **ASSESSMENT DETAILS AND EVALUATION CRITERIA:**

Final Grades will be determined according to the Course Learning Activities and Final Examination Assessment Details as indicated below, and comply by the Education and Examination Regulation set forth by the University.

<b>PREPARED BY</b>	Assist. Prof. Dr. Ömer Yetkinel
<b>UPDATED</b>	09.02.2024
<b>APPROVED</b>	