INTD-101 First Year Seminar:
Social & Media: Perceptions of Technology in Society
Section 33: Monday & Thursday 6:05PM – 7:45PM
A-100
Salameno School of Humanities & Global Studies
Ramapo College of New Jersey | Fall 2019

Instructor Contact Information
Brendan Flanagan
Pronouns: he, him, his, himself
Email: bflanaga@ramapo.edu
Office: B-122/123
Office Hours: Regular Office Hours will be held between 5:00PM and 6:00PM on Mondays & Thursdays, or by appointment if necessary.

Required Texts
-So You’ve Been Publicly Shamed by Jon Ronson (978-1-59448-713-2)
-Rules for Writers by Diana Hacker and Nancy Sommers (978-1-319-08349-6)
-Feed by M.T. Anderson (978-0-7636-2259-6)
-The Circle by Dave Eggers (978-0-385-35139-3)
- Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked by Adam Alter (978-1-594-20664-1)
-Amusing Ourselves to Death by Neil Postman (978-0-14-303653-1)

Moodle Class Website: Some readings will be made available on the class website. Moodle is also where you can access documents related to this class, such as each assignment sheet and this syllabus.

Common Course Description
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: technological competency, understanding diverse communities, oral communication, and information literacy. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars.
FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Section Description
At this point in our society, “social media” is a phrase that has proliferated to the point of being inescapable. This course will examine that phrase, however, looking at the media (i.e. the means of communication) in our digital age and precisely how social (i.e. allowing one to interact with others as part of a society) they allow us to be. Students will also examine technology’s portrayal in contemporary literature and film to better grasp our current societal struggle with technology and its - sometimes uncomfortable - grasp on our lives.

Course Goals
Students will become familiar with the three disciplines explored through this course: literary criticism, sociology, and psychology. Students will be able to analyze the influences from these fields on the formation of our society’s perception of technology and how the evolving nature of these fields and technology interact.

Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have one or two peer facilitators. These upper-level students will attend FYS classes and act as student leaders modeling engaged participation in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising
As part of the Ramapo College Academic Advisement Plan, each First-Year Student is assigned an Academic Advisor from the Center for Student Success. During the fall semester, the First-Year Students have a mandatory advisement meeting with their assigned Advisor to select spring 2019 courses and to develop a personalized academic plan. You can see who your academic advisor is through the CONNECT software system. If you have any questions regarding Academic Advisement, please call the Center for Student Success at (201) 684-7441 or via email at success@ramapo.edu.

General Education Program Course
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your
arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

Of the five Ramapo pillars, this course will focus mainly on developing your interdisciplinary study skills while also providing you ample experiential learning opportunities. You will develop knowledge of how literature, sociology, and psychology have all affected our perceptions of technology as a tool and a challenge, both as individuals and as part of a group.

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**Measurable Content Based Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome</th>
<th>Class Discussion</th>
<th>Literary Analysis Paper</th>
<th>Research Paper &amp; Presentation</th>
<th>Argumentative Position Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop the skills necessary to locate, evaluate, and employ information effectively.</td>
<td>1. Locate Information Effectively.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Speak effectively in scholarly and creative contexts.</td>
<td>1. Deliver a central message that is easy to identify, vivid, and memorable.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>2. Use appropriate language for the subject and the audience.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>3. Deliver oral communications in an engaging manner.</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>3 Use technology to communicate, manage, or solve problems</td>
<td>1. Use technology to communicate information.</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Use technology to manage information.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4 Understand diverse communities on local, national, and/or global levels</td>
<td>1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>5 Participate in an engaged, experiential activity that connects course material to real world settings</td>
<td>1. Critically reflect on the experiential activity and articulate your conclusions</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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</tbody>
</table>
Course Policies

➢ Attendance: We can’t have a class without students – I’d look pretty silly talking to myself in a classroom. As such, you are expected to attend every class session. After two absences, your participation grade will be reduced half a letter grade for each missed class thereafter. Arriving late (more than 5 minutes) to two classes will count as one absence.

➢ Religious Observances: College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

➢ Center for Reading & Writing: The services offered by the Center for Reading and Writing can be extremely helpful to your writing process. I encourage using the Center at least once per writing assignment in order to receive more effective feedback.

➢ Participation: In addition to filling a seat, you are expected to come prepared to each class, which means having completed the assigned work listed for that day, including all reading and writing assignments, and to actively (e.g. speaking meaningfully at least once out loud in class) take part in class discussion. You will receive a class participation grade for each class session.

➢ Submitting Your Work & Late Work: All formal written assignments are due by the beginning of class on the day marked as the due date on the syllabus. Some informal writing assignments, like Moodle posts, may be given earlier due times (this is so I can review them before class). All submissions will be through Moodle. No hard copies will be necessary. Work submitted after the deadline without an extension from me will be marked down one half-letter grade for every 24-hour period starting from the time it is due (If an assignment was due at 6:00PM on Monday, and would have been an A-, it will receive a grade of B+ if received by 6:00PM Tuesday, B by 6:00PM Wednesday, etc.). Any work not received within one week of the deadline will receive a grade of 0 and will no longer be accepted.

➢ Presentations: You will be presenting your final research project to the class as a whole. These presentations must have a visual component (e.g. handouts, poster, powerpoint, prezi) as well as a verbal one. Presentations will take no longer than 5-6 minutes each and must include a basic overview of your findings. These presentations will also include a feedback component, where you will be required to provide constructive feedback on every other students’ presentation. These presentations will be averaged with your research paper for an assignment grade.
➢ Students with Disabilities: If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me. Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu.

➢ Electronic Forms of Communication: In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

➢ Electronic Disturbances of Class: Your attention is the most important thing you can bring to class. As such, all cell phones are to be turned off entirely during our class time. Laptop use is permitted when notes are being taken, but be aware I reserve the right to discontinue laptop use individually or collectively if I feel the device(s) become a distraction to yourself or others.

Important Dates
➢ First Day of Classes: September 4th
➢ Last day for Class Adjustments (on the Web): September 10th
➢ Last day to withdraw from courses with “W” grade: November 15th
➢ Thanksgiving Recess: Nov 27th – Dec 1st
➢ Final Exam Week: December 16th – 21st
➢ Common Finals: December 21st
➢ Last day to request “I” grades: December 21st
➢ Final Exam Snow Make-Up Day: December 23rd

Written Assignments
You will complete three independent formal writing assignments for this class. Each will be drafted twice and will incorporate feedback from both myself and your classmates through peer review. You will receive a grade for each individual writing assignment based on your final draft of that assignment only. Failure to complete the first draft will result in a full letter being deducted from your assignment grade.

There will also be various informal writing assignments, such as in-class freewrites, Moodle posts, and discussion questions. These will be assigned on a class-by-class basis and will constitute the “Informal Writing” section of your participation grade.

Grading
Your final grade will be based on my evaluation of your performance throughout the semester and will be calculated based on the grades of all informal and formal written assignments, your in-class presentations, and your participation throughout the semester. The grades will be calculated based on the following percentages:

➢ Class Participation (Class Discussions and Informal Writing Average): 20%
➢ Literary Analysis Paper: 25%
➢ Argumentative Position Paper: 25%
➢ Final Research Project (Paper and Presentation Average): 30%

I will not discuss grades via email. Please schedule a meeting with me to discuss any questions or concerns you may have with your grade. Furthermore, I will not respond to any request for a grade-related meeting until the class period following the one when your grade was given has past. This means that if you receive your grade on a Monday, I will not respond to a request for a meeting unless it is sent after that Thursday’s class.

Grading Scale: You will receive grades, including your final grade for the course in letter form. Therefore, for your reference, I follow the below correlation between grades and numbers. Please note that Ramapo College does not recognize grades of “A+”, or “+” or “-“ on grades lower than a “C-“.

A: 93 – 100
A-: 90 – 92
B+: 87 – 89
B: 83 – 86
B-: 80 – 82
C+: 77 – 79
C: 73 – 76
C-: 72 – 70
D: 65 – 69
F: 64 or lower

Incomplete Grades: Incomplete grades will only be granted under the most extreme circumstances related to medical or personal emergencies. All requests for incompletes will require a face-to-face meeting, as well as the creation of a schedule to resolve the incomplete grade.

Policy on Academic Integrity
Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the College Catalog (https://www.ramapo.edu/catalog-2017-2018/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

Procedure

Responsibilities
The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

Criteria
There are four (4) broad forms of academic dishonesty:

1. **Cheating**
   Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:
   - copying from another student’s work;
   - allowing another student to copy his/her work;
   - using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
   - using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
   - collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
   - taking a test for another person or asking or allowing another to take the student’s own test.

2. **Plagiarism**
   Plagiarism occurs when a person represents someone else’s words, ideas, phrases, sentences, or data as one’s own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:
   - whenever he or she quotes another person’s words directly;
   - whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
   - whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge. Examples of standard citation formats can be found on the George T. Potter Library Website: https://www.ramapo.edu/library/citation-help/

3. **Academic Misconduct**

Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the academic integrity policy by another person.

4. **Fabrication**

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citing information not taken from the source indicated;
- citing of sources in a “works cited” that were not used in that project;
- altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
- submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

**Reporting Violations**

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the
incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here: http://www.ramapo.edu/catalog-2017-2018/academic-policies/

Further Resources Available to You

The Center for Reading and Writing (http://www.ramapo.edu/crw/)
The CRW serves as a free peer tutoring service where students may go to seek additional help with their reading, writing, and study skills. You may schedule an appointment at the CRW in person, by calling (201)-684-7557, or by emailing crw@ramapo.edu.

The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/)
The Purdue OWL is a useful online resource that serves as both a quick, accurate, online reference guide for MLA and APA formatting questions as well as a tutoring/editing service. Papers may be submitted online for comments and will be returned via email to students within 48 hours.

Counseling Services (http://www.ramapo.edu/counseling/)
The Counseling Services are located in D-216. They are available for any reason you might seek them out: if you’re feeling homesick, worried about your course load, feeling overwhelmed, depressed, anxious, or just need a listening ear, there are people here to help. The Counseling Services are available year-round and free of charge for all students. To make an appointment you may stop by any of their offices in person or call: (201)-684-7522.

Academic Media Services (http://www.ramapo.edu/ams/media-center/)
Access to campus computers and printing services, as well as other media-related equipment. Located in H-201. Please contact them by phone at (201)-684-7399.

George T. Potter Library (http://www.ramapo.edu/library/)
The Potter Library offers you a great deal more than just millions of books (although they do offer that, too). Our librarians are here to help us find sources, both in print and online, and have received specialized training to find us the best materials as quickly as possible. If all else fails, ask a librarian!

A Note on Sexual Misconduct (https://www.ramapo.edu/publicsafety/sexual-assault/)
Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends. If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College’s Director of Title IX at 201-684-7220.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.

*Name Change & Pronoun Guidelines*

Our class will be committed to creating a safe environment for all students by working to be inclusive. This includes using the name and pronouns a student uses, using gender inclusive language, and trying not to make assumptions about one’s gender identity, religion, national origin, or other identities.

Presently, the College’s computer systems do not have an option for a “used” or “chosen name” entry. If you wish to be referred to by a name different than your legal name, please let me know so I can make this change in my own records.

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**Schedule of Classes & Assignments**

*(Subject to change if need be)*

<table>
<thead>
<tr>
<th>Week 1 – Where Are We?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, September 5 – Introductions &amp; Reason of Importance</td>
</tr>
<tr>
<td>-Purchase Textbooks &amp; Course Materials</td>
</tr>
</tbody>
</table>

| Week 2 – Summer Reading TBA |
### Week 3 – Literature: Feed

- **Monday, September 16** – “Science Fiction”?
  - Anderson, M.T. *Feed* (1-104)

- **Thursday, September 19** – The “Meg” Degradation of Language
  - Anderson, M.T. *Feed* (105-203)
  - **Peer Curriculum: Bystander Intervention**

### Week 4 – Literature: Feed

- **Monday, September 23** – Relationships & Logging Off
  - Anderson, M.T. *Feed* (204-300)

- **Thursday, September 26** – Writing in College: Revision and Recursiveness
  - Lamott, Anne “Shitty First Drafts”
  - Sommers, Nancy “Revision Strategies of Student Writers”
  - **Peer Curriculum: uAchieve & New Curriculum**

### Week 5 – Literature: The Circle

- **Monday, September 30** – Exposure & Honesty: Transparency
  - Eggers, Dave *The Circle* (1-124)

- **Thursday, October 3** – Autonomy Online?
  - Eggers, Dave *The Circle* (124-246)

### Week 6 – Literature: The Circle

- **Monday, October 7** – Privacy is Theft
  - Eggers, Dave *The Circle* (246-368)

- **Thursday, October 10** – The Shark’s Tank
  - Eggers, Dave *The Circle* (368-491)
-Peer Curriculum: Academic Performance Tasks

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**Week 7 – Preparations: Advisement & Review**

Monday, October 14 – Academic Advisement
- **Assignment Due: First Draft Literary Analysis due to Instructor & PR Group**
- **Center for Student Success Presentation**

Thursday, October 17 – Peer Review: Literary Analysis
- **Peer Review Day (Have read and made preparatory comments on each peers’ draft)**

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**Week 8 – Preparations: Research & Travel**

Monday, October 21 – Library Research Workshop
- **Assignment Due: Final Draft Literary Analysis due to Instructor**
- **George T. Potter Library Presentation (Meet in Library)**

Thursday, October 24 – Your Brain on Advertising
- “Your Brain on Advertising” YouTube Series. *New York Magazine* ([https://www.youtube.com/results?search_query=this+is+your+brain+on+advertising](https://www.youtube.com/results?search_query=this+is+your+brain+on+advertising))
- **Presentation from the Roukema Center for International Education**

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**Week 9 – Behavioral Addictions**

Monday, October 28 – Introduction to Behavioral Addiction
- Alter, Adam *Irresistible* (Part I)

Thursday, October 31 – Engineering Addiction
- Alter, Adam *Irresistible* (Part II)
- **Peer Curriculum: Advisement Refresher**

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**Week 10 – Reflections in the Digital Mirror**

Monday, November 4 – Our Own Addictions
- Alter, Adam *Irresistible* (Part III)
Thursday, November 7 – The Dark of the Internet
-Ronson, Jon *So You’ve Been Publicly Shamed* (1-110)

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**Week 11 – Sociology of Shaming**

Monday, November 11 – “Pile-ons” and How They Happen
-Ronson, Jon *So You’ve Been Publicly Shamed* (111-204)

Thursday, November 14 – Hope for Humanity Online?
-Ronson, Jon *So You’ve Been Publicly Shamed* (205-310)

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**Week 12 – Reviewing & Presenting**

Monday, November 18 – Peer Review: Research Paper
-**Assignment Due: First Draft Research Paper due to Instructor & PR Group**
-**Peer Review Day (Have read and made preparatory comments on each peers’ draft)**

Thursday, November 21 - Presentations & Feedback
-**Assignment Due: Research Project Presentations**

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**Week 13 – Presenting Ourselves**

Monday, November 25 - Presentations & Feedback
-**Assignment Due: Research Project Presentations**
-**Assignment Due: Final Draft Research Paper due to Instructor by Wed. Nov. 27th**

Thursday, November 28 (No Class)
-**Thanksgiving Break**

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**Week 14 – The End of the World As We Know It?**

Monday, December 2 – The Medium as Metaphor
-Postman, Neil *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (Part I)

Thursday, December 5 – “Now…This”
-Postman, Neil *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (Chs. 6-8)

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**Week 15 – Final Decisions**

Monday, December 9 – Was Huxley Right?
- **Assignment Due:** First Draft Postman Argument due to Instructor & PR Group
- Postman, Neil *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (Chs. 9-11)

Thursday, December 12 – Peer Review: Postman Arguments
- **Peer Review Day** (Have read and made preparatory comments on each peers’ draft)

*POSTMAN ARGUMENTS DUE ON MONDAY, DECEMBER 16!*