Children, Youth, and Digital Culture
HUMA 4141
SU 2020

Course instructor(s):
Dr. Steve Gennaro
sgennaro@yorku.ca

Times and locations:
This is an online course and all course lectures, activities, and assignments can be found on Moodle.

For this course, regular updates to the course on Moodle and assignment due dates will happen on: TUESDAYS

Course webpage: https://moodle.yorku.ca/moodle/course/view.php?id=132219

Technical requirements for taking the course: In order to fully participate in this course, students will be required to take part in video conferencing and will also appear on video (e.g., for tutorial/seminar discussion, group work, assignment submission, etc), In addition to stable, higher-speed Internet connection, students will need access to a computer with webcam and microphone OR a smart device (iPhone is fine) with these features.

Here are some useful links for student computing information:
Student Guide to Moodle
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Computing for Students Website
Student Guide to eLearning at York University

To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run.]

Virtual office hours:
Email: I respond to email daily between 11:00-11:30 Monday-Friday (excluding holidays). Any emails sent after 11am will be responded to the next day. Emails sent after 11am Friday will receive a response Monday morning between 11 and1130am. I respond to every single email sent. Every email always gets a response.

Zoom: Each week I hold 1 hour of virtual office hours:
- MONDAYS 11:30 - 12:30pm for HUMA 4141
I am available for Zoom conferencing with students during this time to discuss any questions or concerns you may have. You can sign up for a meeting on Moodle.

DR.STEVE
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Expanded course description:

This course investigates how children and youth use digital technologies and new media both as "extensions" of individual identities and facilitators of "youth culture." Texting, sexting, tweeting, learning, playing, protesting, creating-how are youth making meaning of the world through digital youth cultures? What are children and youth doing in a digital world and what are the implications of this for everyone?

Course objectives and learning outcomes:

As a result of participating in this course—that is, successfully completing all reading, writing, and group assignments, participating regularly in class discussion, and reflecting actively on the subject matter at hand—students will be able to:

1. Identify core issues & practices surrounding youth and technology.
2. Describe how these issues & practices exist in relation to the UN Convention on The Rights of The Child).
3. Illustrate how these issues are compounded through the lens of gender.
4. Describe how access to technology, media literacy, & participation in the decision-making process are essential components for the implementation and practice of children's rights and for increased equity.
5. Refine capabilities for critical thinking, expertise in written and oral expression, and capacities for independent and group work.

Course Term Expectations:

1. Students will be able to define Contemporary Children's Culture/ Youth Culture and identify its core characteristics.
2. Students will be able to discuss current trends in the theory of technology & society.
3. Students will be able to explain what are children's rights and what is the UNCRC as it relates to issues of technology.
4. Students will be able to explain current trends of digital usage for Canadian and North American children and youth and how these trends are discussed in the media.
5. Students will be able to discuss current trends and articulate the importance of understanding these for improved rights for children and youth.

Organization of the course

This is a 4th year course offered by the Children, Childhood and Youth Program. There is an expectation (regardless of your major) that you will have familiarity and experience with the core ideas, concepts, and theories related to Child & Youth Studies including child centered research ethics & methodologies, the UNCRC, the myth of childhood innocence, and the social construction of childhood.

This is an online course that occurs asynchronously. Since we do not meet on a regular basis throughout the course you are responsible for being actively and regularly on Moodle to ensure you have the latest information about the course. "I did not know that

because I was not online" or "because I did not check my Moodle messages" are not excuses that will be accepted under any circumstances for this course.

This course regularly requires weekly submission of individual work and group work. In addition to essays and assignments students will also be required to post regular You Tube video responses on Moodle. More detailed information about how the course works, student expectations, assignment outlines, and submission guidelines can be found on the Moodle site.

For a 6 credit course in a traditional seminar classroom, the expected work load is 3 hours of in-class time each week with an additional 3-6 hours of work per week in preparation, reading, and assignments. For an online course, the expected work load is exactly the same. If you find you are working less than 5 hours a week, then you are probably not devoting enough time to the course to reach your peak performance. If you find you are working more than 10 hours a week, then you are probably devoting too much time to the course. If you find either of these to be true, please make an appointment to speak with the Course Instructor.

Course readings
All readings for this course are online. However, due to the nature of the subject matter and issues of change and the importance of remaining current and relevant, books may be added to the reading list once the course begins and made available for purchase from the York University Bookstore. Please check Moodle regularly for updates.

Evaluation

Course policies
[taken from basic course outline provided by the Academic Standards, Curriculum & Pedagogy Committee]

The final grade for the course will be based on the following items weighted as indicated:

Weekly Activities:
(includes written journals and recorded YouTube Video Responses):   35%
Online Group Work & Participation: 20%
Essay 1:
(Due at end of Module2)   20%
Essay 2:
(Due at end of Module 3)   20%

A more detailed explanation of student expectations, including assignment outlines and rubrics can be found on the course Moodle site.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: The grading scheme for the course conforms to the 9-point grading system used in

undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)
(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in via Moodle only.

Lateness Penalty: Assignments received later than the due date will be penalized (Without a note, a missed exam or late assignment will automatically be assigned a zero until it is completed and submitted. Late work can be turned in at any point up until the last day of term but will only be graded as pass/fail). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter) IN ADVANCE.

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Academic honesty and integrity

Turnitin
To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Course information
All students are expected to familiarize themselves with the following information:
- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

Note: If you are a student who is registered with the Student Accessibility Services Office at York University and require accommodations you MUST have a meeting (by Zoom or phone) with the Course Instructor within the first two weeks of the course. Please email the Course Instructor to set up a meeting time.

Schedule of readings and activities
For the SU session, classes will start on May 11 and end on August 12.

Note: the most up to date information about due dates, course readings, and assignments (including explanations for how to successfully complete these tasks) can be found on the Moodle site. What is listed below is an outline of the course Modules and workload for completing the course. Please consult the Moodle site regularly.

Module 1: Old Technology vs New Technology May 2020
Objectives 1. Students will be able to **define** Contemporary Children's Culture/ Youth Culture and **identify** its core characteristics. 2. Students will be able to **discuss** current trends in the theory of technology & society.

Week 1	Watch Online Lectures: • "What is Contemporary Children's Culture?" Dr. Steve Gennaro • "How do Media Impact Contemporary Children's Culture?" Dr. Steve Gennaro • "Filter Bubbles?": Eli Parizer Complete: • A Student Opinionated Piece (SOP) Response Back Ups & Extensions: • Cory Doctorow <u>Little Brother.</u> • Paulo Freire <u>Pedagogy of the Oppressed.</u> • Marshall McLuhan <u>The Medium is the Message.</u> • Kellner, Mansell, Luke, Share, Jhally in Kellner & Hammer eds. <u>Media/Cultural Studies.</u> • Eli Parizer's "Introduction" from <u>The Filter Bubble: What the Internet is Hiding from You</u>. • Sayooran Nagulendra & Julita Vassileva "Understanding and controlling the filter bubble through interactive visualization: A user study."
Week 2	Read: • "Benefits of Technology & the Right Kind of Screen Time for Children" iDTech.com • "The Problem of Children & Technology: Getting Your Child Off Their Screens" fing.io • "Teens, Social Media & Technology 2018" Pew Research Center. Watch Online Lectures:

	• "Millennials in the Workplace": Simon Sinek Complete: • Record and Post a YouTube Video Response Back Ups & Extensions: • Trevor Garrison's "Introduction" to Politicizing Digital Space. • Ralph Schroeder's "The internet in everyday life I: Sociability" from Social Theory after the Internet. • Elizabeth M. Perse & Jennifer L. Lambe's "Introduction" to Media Effects and Society.	
Week 3	Read: • Group work Feedback Watch Online Lectures: • Group Work YouTube Videos Complete: • Re- record and Post a YouTube Video Response	**Module Completion Checklist** **Did you:** Complete a SOP Complete an individual video Complete feedback for 3 team mates Re-record and re-submit your video based on the feedback **Are you able to:** Define Contemporary Children's Culture/ Youth Culture and identify its core characteristics. Discuss current trends in the theory of technology & society.

Module 2: Children's Digital Rights June 2020	
Week 1	Reading(s) Activities
Week 2	Reading(s) Activities
Week 3	Reading(s) Activities

Week 4 (if this is the end of the module)	Reading(s) **Final deadline for submitting assignments in Module 1, or Assessment date**

Module 3: Online Learning & Learners July 2020	
Week 1	Reading(s) Activities • Complete the Academic Integrity Module
Week 2	Reading(s) Activities
Week 3	Reading(s) Activities
Week 4 (if this is the end of the module)	Reading(s) **Final deadline for submitting assignments in Module , or Assessment date**

Module 4: Social Media & Identity August 2020	
Week 1	Reading(s) Activities • Complete the Academic Integrity Module
Week 2	Reading(s) Activities **Final deadline for submitting assignments in Module , or Assessment date**