

SOCI301: SPECIAL TOPICS – CYBER DEVIATIONS

FALL 2014

LECTURE LOCATION: Information Communication Technology (ICT)
121, Main Campus

SCHEDULE: M/W/F 11-11:50AM, SEP 8 – DEC 5, 2014

INSTRUCTOR: Dr. Michael Adorjan

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Course Description

"We shape our tools, and thereafter our tools shape us." –Culkin, 1967, on McLuhan

The revolutionary emergence of globalization and information communications technologies opens new possibilities for social connections and collaborations instilled through the medium of 'net 2.0', including social network sites, video sharing websites, blogs and virtual cyber-worlds. Cyber societies offer new modes of citizenship or 'netizenship' that are transforming both online and offline societies. Nevertheless, alongside these developments there has emerged a 'dark side', including the unintended consequences of anonymity, as well as the intentional appropriation of technology to engage in crime and deviance.

This course explores contemporary developments of the 'dark side' of cyber societies and the often-contested nature of what in fact counts as 'crime' and 'deviance' online. Topics include the digital divide, hacking and hacktivism; stigma and stigmatization (including cyber-bullying); cyberterrorism; the presentation of deviant online selves (including avatars in virtual worlds); netizenship and digital activism; and the 'dark net' and online 'cryptomarkets'. Attention is given to international trends, ranging from North America, the Middle East to mainland China.

The course is geared to have students think about their own use of cyberspace and views regarding these contested areas. Assignments underscore this aim, including an exploration of deviance within the virtual landscapes of Second Life (www.secondlife.com), and a group-based YouTube video project.

Learning Outcomes

By the end of this course students will be expected to:

- Differentiate and integrate key sociological theories, concepts and issues relating to information communication technologies and relate these to online sociality and offline impacts.
- Apply key concepts and theories to everyday experiences.

- Become more critically aware of how offline perceptions and behaviours are translated online.
- Explore and apply a multi-cultural perspective of global citizenship and the duties and responsibilities associated with global membership.

Course Assessment

- 40% Group “YouTube” Presentation (20% individual contribution)
- 30% Second Life Auto Ethnographic Reflection
- 30% Final Exam

Key Due Dates (for details please see below)

Student ‘YouTube’ group project participation assessments: September 30th, October 31st and November 24th

Final Video Projects: November 24th

Second Life Reflection: November 3rd

Assessment Components

Group YouTube project/presentation **40% (20% of this mark will be based on student assessments of group participation)**

This group-based presentation will allow students to make a presentation in the form of a YouTube video posted live on YouTube. Details regarding arrangements for the groups will be announced during lectures and will be arranged through D2L. The presentations will be posted to D2L, with the finalists screened during class at the end of November and early December. Half of the final grade will take into consideration the final video produced and the other half will be based on individual student input. Individual student input will be assessed by a peer evaluation among group members (see below). Please see the grading descriptors in the appendix for details regarding how the final videos will be assessed.

Further examples of videos will be provided to help orient the level of expectations for the videos, and further clarifications will be provided during lectures. Groups will be expected to consult with the course TA and/or instructor to have their ideas approved before proceeding. This is an open-ended project and students are encouraged to be as creative as possible, though groups are expected to choose a topic within the bounds of the issues and topics examined in this course (see ‘lectures and readings’ below). High quality presentations will reflect not only creativity but strong connections to the themes and concepts found in required readings and discussed during the course lectures. It should be noted that students are *not* required to be proficient in video editing or production, nor acting.

In addition to a final, end of the term group mark, which counts for 20% of the student’s final grade, an additional 20% of the final grade will be based upon individual student contribution. The individual assessment component of the project will be based on a collective rating among group members of each member’s contribution, including their own. This dual form of

assessment is designed to encourage a fair division of labour among group members and encourage equal participation. Students will be asked to:

- Rate their participation on a scale from 1 to 5, with 5 being the highest rating of participation
- Rate each group member's participation on a scale from 1 to 5, with 5 being the highest rating of participation

The scale is specified as

- 1 – Complete absence from the group and/or complete lack of participation and input
- 2 – Very minimal participation and contribution (i.e. member is present but rarely provides individual input)
- 3 – Satisfactory participation and contribution (i.e. contributes adequately but does not offer leadership in terms of creative direction or input)
- 4 – Above average participation and contribution (i.e. providing ongoing valuable input and creative ideas, good teamwork/good team-player)
- 5 – Outstanding participation and contribution (group member provides an invaluable presence to the group, on going effective leadership and creative direction)

Student participation assessments will be collected at the end of every month: September 30th, October 31st and November 24th. A form will be provided to each group with members' names and the criteria and scale noted above. Please upload the form to D2L (details will be provided in lectures) by the appropriate due dates.

Format requirements: Videos must not exceed 12 minutes' time and must be viewable live through YouTube once finalized.

Please note: Taylor Family Digital Library resources are available to help students work on this assignment. Please see appendix for details.

Second Life Auto Ethnographic Reflection **30%**

www.secondlife.com

Second Life has become a very popular virtual life platform, embraced both by individual users for entertainment purposes as well as by educational institutions and private corporations as a site where teaching and enterprise may flourish. Students will have the opportunity to create a Second Life profile and avatar and explore this virtual space. There is no maximum amount of time students will be expected to spend in Second Life, though the *mandatory* minimum is **2 hours per week** (initially students may find this time easily taken up by avatar creation and platform familiarization). To assess this component, students will keep a reflective journal of their experiences on Second Life. The portfolio will take the form of a reflective 'auto-ethnography' (this will be discussed in class). **The final journal is due on November 3rd**, to be uploaded to D2L in either .doc or .docx format. Early submissions are very much welcome!

In Second Life, avatars are often created as idealized online versions of offline selves. That is, users create representations of their *idealized* self – e.g. taller, slimmer, more fashionable than

they are offline. The 'newbie' avatars new users may select are not too fancy, but they (at least the human ones) generally conform to societal standards of beauty and attractiveness. This assignment has two phases. During the first month of September, students are to select one of the default 'newbie' *human* avatars and explore freely the various destinations and groups available. During the second month of October, students are *required* to modify their avatar to deviate from ideal norms of beauty and attractiveness. This can be done by editing the avatar appearance. Students are then similarly tasked with exploring *the same* spaces and interacting with *the same* groups as before. The reflection will examine students' experiences during these two phases.

The journal *must* include reference to *all* of the following and *must* number the sections responding to each required item:

- 1 – Include CLEAR AND UP-CLOSE/DIRECT snapshots of your initial and 'deviant' avatar (other *supplementary* snapshots of environments may also be included).
- 2 – Reflect upon any notable encounters, places you attended, and groups you joined
- 3 – Is Second Life engaging? Why, or why not?
- 4 – Link key experiences and insights to either symbolic interactionist *or* social capital theory (these theories will be discussed in lectures)
- 5 – Were you treated differently using your 'deviant' avatar? If so, in what way? If not, why do you think you weren't treated differently?
- 6 – Did you learn anything about yourself?
- 7 – Are there any ways that your offline experiences and sense of self relate to your online behaviour and/or attitudes?
- 8 – Are there any ways that your online experiences and sense of self acquired over the two months relates to your offline behaviour and/or attitudes?

A further note about reflective writing: A reflection is not merely a documentary about your experience (...I went here; I spoke to this person; then I decided to go there...). Your views related to the above bullet points are expected to change and grow over time with your use of Second Life. You are expected to be aware of the very process of your writing and your reflections on identity work, presentation of self, etc.

Format requirements (penalties will be incurred for improper formatting):

No minimum (though be careful, your mark will reflect your responses to *each* of the points above), Times New Roman, Calibri or Cambria font (Cambria preferred), 12pt type, double spaced, 1" margins all around. *Maximum 15 pages not including snapshots or other graphical content*. The reflection is not a formal research paper, though if sources are used students are expected to avoid plagiarism and cite sources properly, including a page of references not included in the maximum word limit. Please see appendix for examples of how to cite sources appropriately.

Grade descriptors for the Second Life reflection assignment are provided in the appendix. If you write the Second Life reflection you can ignore the essay grade descriptors (see appendix) which only apply if you do the written essay component.

Further details regarding using Second Life will be provided in lecture. Students are encouraged to familiarized themselves with Second Life by referring to this ebook, available at the library:

Michael Rymaszewski. 2008. *Second Life: The Official Guide (2nd Edition)*. Indianapolis: Wiley Publishing.

Another useful source is Dianna Baldwin's article "What can a second life teach me about me?: Writing our identity in Second Life: <http://dmp.osu.edu/dmac/supmaterials/Baldwin.pdf>

In addition, The Taylor Family Digital Library is generously supporting this class and assignments. Please see the appendix for further details.

FINAL EXAM **30%**

The final exam, set for 3 hours, will test knowledge from all required readings and lecture notes and discussions. You will be accountable for materials that are assigned, regardless of whether or not they are covered in class. As well, you will be accountable for information covered in class that is not reviewed in the readings. The date of the final exam will be announced according to regular examination timetabling procedures. The format will be 50% short answer/definition questions and 50% critical reflection questions. Details will be discussed during lecture.

GRADING

Letter Grades will be assigned based on the following scale:

95 - 100 = A+	67 - 71 = C +
90 - 94 = A	63 - 66 = C
85 - 89 = A -	59 - 62 = C -
80 - 84 = B +	54 - 58 = D +
76 - 79 = B	50 - 53 = D
72 - 75 = B -	00 - 49 = F

In addition to this general scale, grade descriptors will be employed in this course (see appendix of this syllabus). Student feedback on their assignments will include reference to these grade descriptors.

LECTURES AND READINGS

The following lists lecture topics which will be covered, including all required reading materials. Readings will either be posted in PDF form on D2L for direct download or through links provided immediately below. Students are also encouraged to refer to D2L for all lecture notes and additional supplementary readings, links, videos, etc. Lecture notes will *normally* be posted before lecture times to allow students to download the document and take notes. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class.

1 - Introduction to Second Life and Course Assignments

No required readings

2 - Theory 1: Social capital

No required readings

3 – Theory 2: Symbolic interaction

No required readings

4 – Globalization 1.0 to 3.0 and the Net Gen

Thomas L. Friedman. The World is Flat (video)
<http://video.mit.edu/watch/the-world-is-flat-9145/>

See also (supplementary):

Grown Up Digital: How the Net Generation is Changing the World
Don Tapscott
2009
[Ebook available at UofC Library]

5 – The Digital Divide

Wakefield, 2010, World wakes up to digital divide
<http://news.bbc.co.uk/2/hi/technology/8568681.stm>

Second-Level Digital Divide: Differences in People's Online Skills
Eszter Hargittai
<http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/942/864>

6 – The Impact of Social Network Sites – Facebook

James Grimmelman. 2010. The Privacy Virus. In D.E. Wittkower (ed.) Facebook and Philosophy. Chicago: Open Court. Ch.1, pp. 3-12
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10433153>

Waddick Doyle and Matthew Fraser. 2010. Facebook, Surveillance and Power. In D.E. Wittkower (ed.) Facebook and Philosophy. Chicago: Open Court. Ch.19, pp. 215-230
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10433153>

7 – Virtual Worlds: Second Life

Gottschalk, Simon. 2010. The Presentation of Avatars in Second Life: Self and Interaction in Social Virtual Spaces. Symbolic Interaction 33(4): 501-525.
<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/store/10.1525/si.2010.33.4.501/asset/si.2010.33.4.501.pdf;jsessionid=116B5D02CA3B417757A42FED6F1AD9B6.f02t01?v=1&t=hysxnt9p&s=1c22469d3c8dc51fcb5bc67628be55784cf2320b>

How Second Life Affects Real Life
<http://www.time.com/time/health/article/0,8599,1739601,00.html>

Jennifer Whitson and Aaron Doyle. 2008. Second Life and Governing Deviance in Virtual Worlds pp.88-111 in Technocrime: Technology, crime and social control. Edited by Stephane Leman-Langlois. Portland: Willan.
[PDF posted to D2L]

Further supplementary reading:

Dianna Baldwin, "What can a second life teach me about me?: Writing our identity in Second Life:
<http://dmp.osu.edu/dmac/supmaterials/Baldwin.pdf>

Aleks Krotoski, How to Interact in Second Life:

<http://www.theguardian.com/secondfest/story/0,,2100432,00.html>

8 – Stigma and Stigmatization

Wood, Naaman & Susan Ward. 2010. "Stigma, Secrets, and the Human Condition: Seeking to Remedy Alienation in PostSecret's Digitally Mediated Environment." Symbolic Interaction 33(4): 578-602.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1525/si.2010.33.4.578/pdf>

9 – Hackers

Majid Yar. 2013. Cybercrime and Society. London: Sage. Chapter 2: Hackers, Crackers and Viral Coders, pp.21-43

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10285276&page=36>

10 – Political Hacking & Cyberterrorism

Majid Yar. 2013. Cybercrime and Society. London: Sage. Chapter 3: Political Hacking – From Hacktivism to Cyberterrorism, pp. 44-61

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10285276&page=60>

WikiLeaks and Hacktivist Culture

<http://xa.yimg.com/kq/groups/7669895/771113000/name/Wikileaks.pdf>

11 - Hacking and Hacktivism: Wikileaks

Chapter Four: Subverting Old Government with New Media: Understanding the WikiLeaks Effect, pp. 49-65 in Maratea, R.J. 2014. The politics of the Internet : political claims-making in cyberspace and its effect on modern political activism Lanham: Lexington Books

[PDF posted to D2L]

12 – Hacking and Hacktivism: Anonymous

Gabriella Coleman, "Our Weirdness is Free"

<http://gabriellacoleman.org/wp-content/uploads/2012/08/Coleman-Weirdness-Free-May-Magazine.pdf>

Is it a crime? The transgressive politics of hacking in anonymous

Michael Ralph and Gabriella Coleman

2011

<http://owni.eu/2011/09/29/is-it-a-crime-the-transgressive-politics-of-hacking-in-anonymous/>

13 - Netizenship and Digital Resistance in China

Qiang, Xiao. April 2011. "The Battle for the Chinese Internet", *Journal of Democracy*, 22(2), 47-61.

http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/journal_of_democracy/v022/22.2.xiao.html

The Great Firewall of China

<http://www.wired.com/wired/archive/5.06/china.html>

See also (supplementary): China tries to stamp out 'Jasmine Revolution'

<http://www.washingtontimes.com/news/2011/feb/20/china-tries-stamp-out-jasmine-revolution/?page=all>

14 - The 'Dark Net' and Online Cryptomarkets

James Martin. 2013. Lost on the Silk Road: Online drug distribution and the 'cryptomarket'. *Criminology and Criminal Justice* 0(0): 1-17

[PDF posted to D2L]

See also (supplementary): James Martin. 2014. *Drugs on the Dark Net: How Cryptomarkets are Transforming the Global Trade in Illicit Drugs*. Palgrave Pivot.

15 - Winning videos screenings

No required readings

16 - Exam Review and Class Evaluation

No required readings

Technology in the Classroom

Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games, exploring Second Life, or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

Email and Correspondence

Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly (e.g. questions about a forthcoming assignment, specific theories and concepts, etc.), A WINDOW OF THREE (3) DAYS

MAXIMUM should be anticipated for a response. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations.

Grade Appeals

If students wish to appeal a grade on any assignment or examination, they are required to make an appointment with the instructor and bring with them a written document specifying what grade they believe they should have earned and the reasons for that grade. The instructor retains the right NOT to change the grade, to raise the grade or LOWER the grade after consultation with the student.

University Policies and Protocols

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or through D2L. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment."

Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology. Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation: The 2014-15 Students' Union VP Academic's email is: Hana Kadri suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Social Science Food Court (alternately, Professional Faculties Food Court). Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Appendix 1/3: Grade Descriptors

Grade Descriptors for Group 'YouTube' Presentations

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies clearly the main task and related aspects, addressing their relationships to each other	Identifies the main task and some but not all of its complexities or nuances	Identifies the main task but overlooks related aspects	Distorts the task and responds incompletely, or takes a superficial approach	Lacks an understanding of what the task requires or responds inappropriately or tangentially to the task
Understanding, Analysis, Synthesis, and Application of Knowledge	Perceptive, critical, and consistently high level of engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is clear and effective	Generally critical engagement with issues and themes; some shortcomings in understanding, but the analysis, synthesis and application of knowledge is mostly clear and effective	Some evidence of engagement with issues and themes, but video presentation tends toward rather superficial understanding of relevant concepts and theories, with inaccuracies in the analysis, synthesis and application of knowledge	Limited engagement with key issues and themes, which never goes beyond reproduction of knowledge and is marred by serious inaccuracies	Little or no understanding or engagement with issues, concepts and themes. Video presentation characterized by serious inaccuracies and misunderstandings
Argumentation	Examines the question/issue/problem from all salient perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case	Examines the question/issue/problem from most of the salient perspectives. Articulates own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked or some assumptions or implications misunderstood	Some important perspectives or issues are not recognized. Not all relevant arguments and counter arguments are fully understood. Offers own position but reasoning is marred by weak, emotional, or inconsistent argumentation	Examines things from a single perspective. Only minimal understanding of relevant arguments and counterarguments. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand	Arguments are confused and illogical. Students fail to present and defend a coherent position
Delivery	The video presentation adheres strictly to the time limit set. Presenters engage the audience at all times through a dynamic and engaging video production. The video production quality is very high, with clear evidence of skill and craftsmanship	The video presentation adheres strictly to the time limit set. Presenters engage the audience most of the time through an engaging video production. The video production quality is high, with evidence of skill and craftsmanship, though some aspects of the production could be done better in some places	The video presentation is slightly over the time limit set. Presenters attempt to engage the audience although some aspects of the production quality limit audience engagement	The video presentation is significantly over the time limit set. Presenters attempt to engage the audience although most aspects of the production quality limit audience engagement	The video presentation is significantly over the time limit set. Presenters seem to make little attempt to engage the audience throughout the video. The production quality is very poor and does not demonstrate effort nor creativity

Grade Descriptors for Reflective Writing

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and some but not all of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) but does not address the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and only addresses the question(s) partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Intellectual Engagement with Concepts, Theories or Issues <i>- applies theoretical ideas to lived experience</i>	Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement relating to symbolic interaction OR social capital theory. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	Writings mostly demonstrate informed and thoughtful intellectual engagement relating to symbolic interaction OR social capital theory. Theoretical ideas are applied to lived experience appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	Writings mostly indicate informed intellectual engagement relating to symbolic interaction OR social capital theory but not always with sufficient depth, breadth or understanding. Attempts to apply theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Writings indicate some intellectual engagement relating to symbolic interaction OR social capital theory but mostly at a superficial level. Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. Tendency for viewpoints to be poorly articulated, insufficiently supported and from a single perspective.	Writings reveal an absence of intellectual engagement relating to symbolic interaction OR social capital theory. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
Personal Development <i>- consciousness raising (emotional / political / social / global awareness) - intellectual understanding</i>	Develops extensive and highly perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops some self-understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	Limited development of self-understandings from reflective writings. Shows some willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is mostly accurate but contains a few systematic errors in complex grammar and vocabulary.	The language is sometimes inaccurate, although errors, when they occur, are more often in complex grammar and vocabulary. Errors, when they occur, are distracting but the overall meaning is still intelligible.	The language contains frequent errors in simple and complex grammar and vocabulary. Errors are distracting and effort has to be made to understand the main arguments.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.

APPENDIX 2/3: TAYLOR FAMILY DIGITAL LIBRARY SUPPORT

We are fortunate to have an excellent on campus resource for work on the projects for this course. The 3rd floor of the Taylor Family Digital Library, its digital media commons, has dedicated 'suites' that can be booked in advance for video editing, including other 'screening' rooms ideal for groups to use. Students are encouraged to pay a visit to familiarize themselves with these resources (and, perhaps unrelated to this course but pretty cool, there's also a DJ booth and 'old school' video game station available in the same area on the 3rd floor). Video cameras and other equipment may be borrowed from here as well. Mac computers with iMovie and related software are also available.

In addition, to help support the Second Life assignment, Second Life software will be installed on the high performance gaming computers and Macintosh computers also on the 3rd floor, which are available on a first-come first-served basis, but students are encouraged to book in advance (they need a break from World of Warcraft and StarCraft!). Students are not expected to have prior experience with Second Life and orientation material is provided in this syllabus and will be provided during lectures; nevertheless, depending on student need, additional workshops through the library may be organized.

To book edit suites or computers to use Second Life, please link to <http://library.ucalgary.ca/dmc>

Please also email dmc@ucalgary.ca if extra time or further support using the software is required.

APPENDIX 3/3: REFERENCING

Standard citation and referencing styles include APA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

- *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more* [available as an e-book through the library]

Citations in the body of a portfolio/essay:

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004, 7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

OR

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004:7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but **still require citation and referencing**. You do not need quotes but should cite paraphrased summations (as in the first citation for ‘Best 2004, 7’).

Please avoid androcentric (male centered) generic nouns/pronouns: Chair**man**, polic**eman**, e.g. “in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception.” Instead use chairperson, police officer, and he/she or she/he.

Referencing for a bibliography:

Journal:

Wrong, Dennis H., “The Oversocialized Conception of Man in Modern Sociology”, American Sociological Review, 26, 2, April 1961, 183-193.

Book:

Spector, Malcolm and John Kitsuse, Constructing Social Problems, Cummings Publishing Company, Menlo Park, 1977.

OR

Wrong, Dennis H. April 1961. “The Oversocialized Conception of Man in Modern Sociology.” *American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park, Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader can find the source if it is online, that it include the title of the online article if applicable, the author of the online article if applicable, and that you include the date you accessed the source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Machinima Report. *Gone Gitmo – a virtual Guantanamo Bay Prison built in Second Life*.
<http://www.immersivejournalism.com/gone-gitmo/> (Accessed August 2014).

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. www.imdb.com is a good source.

Fight Club. 2000. Directed by David Fincher.

A television show? If possible include season, episode and directorial information. www.tv.com is a useful source.

Breaking Bad. “Blood Money.” Season 5, Episode 9. Directed by Bryan Cranston.