

## COMP 3309 – Journal [updated Jan 8]

Worth 24% of final grade. Each journal entry is worth 2%

One of the requirements for the course is to read a number of articles (research papers, essays, or book chapters) and keep a reflective journal. There will be one to two articles per week, each related to the content we are covering in the course; most will be in the COMP 3309 course pack, and some will be on-line or printed handouts. For each assigned reading you will also write a journal entry as described below.

You will hand in your journals three times over the semester (the dates are listed below). You will finish the course with 12 entries (some entries are about a single reading; others are about two readings).

### Guidelines

For each journal entry, specify the name of the article(s), their authors, and the date of your entry. Follow that with five to eight paragraphs about the readings.

Generally, I would like you to reflect on the article and write about those reflections. If you find it difficult to write about a particular reading, a good way to begin is to summarize the argument of the readings in a few sentences (no more than a paragraph or two).

However, I want to read more than just a summary. Tell me about your impressions on the reading. Some of the questions you might address are: did you enjoy/dislike it? Why or why not? Do you find it relevant? Are there aspects of your own, your friends, or your family's lives to which the readings seem particularly relevant? Do you agree/disagree with the author? Why or why not? Were there certain parts or quotes that you really found clever/interesting/wrong/under-argued/etc? Would you recommend the students next year read this article? You can also play the role of connector and discuss how the article(s) relate to other articles or topics covered in the course (or other classes, events outside of the class, etc).

You will sometimes be commenting on a pair of readings. For those cases, you should also consider issues that link the two readings. Why were they assigned together? How are they connected? Does one of the readings resonate more strongly with you? Did you agree more with one over the other? Or are they both making similar points?

Don't feel that you have to parrot your professor's opinions in the journal. If you can't stand a particular reading, don't be shy of telling me. Just be sure to tell me why you hated it.

Tip: while I don't mind reading that you found something too long or horribly boring, such a comment in of itself is not a sufficient critique/commentary. Remember that academic writing is **not** meant to be entertaining ... rather it is meant to be informative/suggestive/descriptive/confrontational and thereby contribute to the advancement of knowledge.

### Grading

As long as you write about two to three pages on each article you will likely get at least half marks. I tend to give higher marks to those who have either written a little bit more on most of the readings and

who demonstrate a willingness to reflect upon how the reading relates to their own lives. I have even given extra bonus marks for journals in which each entry is consistently long and insightful.

Generally, the main reason students lose marks in their journal is that they fail to indicate to me that they have actually read the reading. In other words, I expect to see evidence that you have read the work. How do you do this? By providing the occasional quotes or page number citation.

While I won't be marking closely for grammar, journal entries with many grammatical errors will receive lower marks.

Believe it or not, reading these journals (especially the ones in which students were honest and reflective) is by far the most enjoyable part of the course for me. Below are the reading assignments for the next few weeks.

## Due Dates

You will hand in the journal three times: on Monday Jan 25, Monday Feb 22, and Wednesday March 30. I prefer to receive printed copies, either in class or in the drop box outside of B175.

The specific readings due on a given due date will vary a little; I will periodically update this document and re-post it to Blackboard. Because the end of the semester is busy, I have tried to have more of the journal readings in the first few months of the course.

## Readings

I will expect the first four sets of readings to be done for January 25. Do not wait until the due date to do these readings and journal entries!

1	Diamond, Jared M. chapter from <i>Guns, Germs, And Steel [In readings book and on Blackboard]</i>	
2	Tapscott, Don. "The Eight Net Gen Norms"	Bennett, Sue, Karl Maton, and Lisa Kervin. "The 'digital natives' debate: A critical review of the evidence."
3	Ceruzzi, Paul. "An unforeseen revolution: computers and expectations, 1935–1985."	
4	Weinberg, Alvin. "Can Technology Replace Social Engineering?"	Vanderbilt, Tom. "When Dangerous Roads Are Safer"

These will likely be the readings for Monday Feb 22.

5	Brey, Philip. "Values in technology and disclosive computer ethics"	Batya Friedman, "Value-Sensitive Design"
6	Nakamura, Lisa. "Gender and Race Online"	
7	Lyon, David. "Menacing Metadata"	
8	Baron, Naomi S. "Your Brain on Hyper Reading"	
9	Weinreich, Harald, et al. "Off the beaten tracks: exploring three aspects of web navigation."	Carrier, L. Mark, et al. "Causes, effects, and practicalities of everyday multitasking."

These will likely be the readings for Wednesday March 30.

10	Sagioglou, Christina, and Tobias Greitemeyer. "Facebook's emotional consequences: Why Facebook causes a decrease in mood and why people still use it."	Greitemeyer, Tobias, and Dirk O. Mügge. "Video games do affect social outcomes a meta-analytic review of the effects of violent and prosocial video game play."
11	Putnam, Robert D. Chapter from <i>Bowling alone: The collapse and revival of American community</i> .	
12	Ekström, Mats, Tobias Olsson, and Adam Shehata. "Spaces for public orientation? Longitudinal effects of Internet use in adolescence."	Lawrence, Eric, John Sides, and Henry Farrell. "Self-segregation or deliberation? Blog readership, participation, and polarization in American politics."