

EMERGENT MEDIA

MPC 648 | Spring 2015

Instructor:

Office:

Phone:

Email:

Classroom:

Meeting Times:

Office Hours:

COURSE

This course is designed to foster greater theoretical and praxis-driven understandings of media and technology. As a class, we will read and discuss social, cultural, professional, epistemological, and practical ways emerging technologies influence the way we think, act, and respond to communication and to the world around us. The course is intended to increase awareness of communication and media theory as well as enhance students' abilities to adapt to new and changing technologies. By the end of the semester, you can expect to have increased your knowledge in the following:

- Important thinkers and practitioners that influence emergent media
- Emergent media's role in shaping the way we go about our daily lives
- The role of emergent media in science, education, the arts, and entertainment
- How emergent media can be used rhetorically to persuade and communicate with clarity
- How to adapt to emergent media by learning new technologies and applying them to specific contexts
- Analyzing emergent media and technology from a rhetorical and communicative angle

TEXTBOOKS

Convergence Culture, by Henry Jenkins | ISBN #9780814742952

Simulation and Its Discontents, by Sherry Turkle| ISBN# 9780262012706

New Media Theory Reader, by Hassan & Thomas | ISBN #9780335217106

Vision Machine, by Paul Virilio| ISBN# 9780253209016

Free Culture, by Lawrence Lessig| ISBN# 9780143034650

MATERIALS

As with any Master's seminar, you will want to come prepared for in-class discussion, note-taking, writing, and editing activities. As such, you are expected to always come to class with the following materials:

- Your books
- Assigned PDF readings, printed in hard copy
- A notepad and pen
- Your laptop

ASSIGNMENTS

Media Map & Presentation – 10 points

The media map is your chance to begin thinking creatively about how to adapt technology to create a message. For this assignment, you will brainstorm and research media and technology as you understand it. Creating a “map,” you will essentially organize and make connections between media genres, technologies, and processes, new and old. Generally, you will consider the history, the major influencers, and the specific technologies as they have emerged and influenced society. Your media map must have a communicative purpose and scope. In other words, you won’t simply chart and organize all the media that have ever existed, but you will create some sort of infographic (or “edugraphic”) that teaches viewers something particularly interesting about media. This is a creative assignment with few parameters, though you must use some form of advanced technology (you may not hand-draw, in other words) to create the map, you must be thorough and professional, and you must have a clear scope and communicative message. On the date assigned, you will present to the class what you developed and explain the map’s educational and communicative purpose.

Weekly Reading Position Projects – 20 points, 2 points each

Each week you will be assigned to read articles and/or chapters in books. These readings will provoke ideas, concerns, excitements, and even fears about the influence of technology. From these readings, you will develop a position and either write an opinion piece where you make a claim related to the readings or create an argument using something other than writing (like images, video, web pages, social media, etc.). These are fairly informal, short projects; essays will be between 300 and 500 words (no longer, please!) You can choose which weeks you develop a digital project instead of writing, but you will need to create at least three digital position projects over the course of the semester. What you write and create will be shared in class and will be used to provoke discussions and debates.

Cutting Edge Technology Project & Demonstration – 10 points

One of the most challenging consequences of emergent media, at least in terms of literacy, is that it is changing rapidly and becoming more and more complex. In your professions, you will most likely be required to learn technologies that you are unfamiliar with. For this assignment, you will propose a software program or technology that you are unfamiliar with to create something with a purpose. You may choose to create an instructional YouTube video using Panopto; or you might create a motion graphic using AfterEffects; or you might develop a cinemagraph using video, still shots, and Photoshop. The goal is that you stretch yourself technologically and create something original with a purpose (note: the purpose may be entertainment or it may be instructional or persuasive; regardless of the purpose, it should be clear and the project should stretch you. You will be required to write a proposal that identifies the software and the project you plan to undertake. After completing the project, you will showcase to the class what you created and talk about the technology and process(es) you used to create your final piece.

Emergent Media Manifesto - 20 points

As we advance through the semester, you will likely form strong opinions about media and technology. This is your chance to let it out by sharing your view through a digital manifesto. Manifestos are often written by individuals or organizations to provoke change and/or perspective, to take a stand or position on a topic, and to create awareness. You will use some form of digital technology to create something that is self-contained (in other words, presents itself, like a video, animation, motion graphic, or interactive website).

Final Argumentative Essay Intended for Publication, 20 points

By the end of the semester, you will have read a number of academic and scholarly perspectives on emergent media. You will have gotten a sense (even if limited) of what some of the issues and controversies are. For this final assignment, you will synthesize the readings in the course and conduct your own secondary research to develop a publishable article for a journal of your choosing. The final paper will likely not be to the scale that it would need to be for publication, but it should be 3,000 - 4,000 words in length, it should have a clear audience and journal in mind, and it should demonstrate strong, graduate-level writing with intelligent arguments, support, transitions, detail, and source citation.

Final Digital Presentation, 10 points

In tandem with your final argumentative essay, you will create a digital piece that allows you to present your work and argument. You will not be permitted to use traditional presentation software (like PowerPoint or Prezi), but rather, you will be required to think creatively about how you can engage an audience using emergent media.

Attendance & Participation, 10 points

In a graduate seminar, being in class and being prepared with an understanding of the reading is critical. Attendance is worth 10% of your overall grade. Please review the attendance policy on the following page for details.

GRADING

Your grade for the semester is calculated strictly on a point-based, percentage system. There are 1000 points total for the course. It is my policy that every student starts at a '0' and then earns his/her grade by accumulating points during the semester.

A 93% 100 – 93	B+ 87% 89 – 87	C+ 77% 79 – 77	D+ 67% 69 – 67
A- 90% 94 – 90	B 83% 86 – 83	C 73% 76 – 73	D 63% 66 – 63
	B- 80% 82 – 80	C- 70% 72 – 70	D- 60% 62 – 60
			F <60% 59 – 0

POLICIES

Late Work

All assignments are due on the due date; late assignments will be accepted up to two days late for 80% credit. Any assignment three or more days late will not be accepted. Quizzes and peer review edits must be completed during class time. Extensions and exceptions (in rare, serious circumstances and for school-excused absences) must be approved PRIOR to the due date.

Attendance and Participation

Attendance is expected and participation is critical to effective engagement and learning. If you need to miss a day for any reason, you may miss one class w/o penalty. You will lose 3 points (3% of your overall grade) for each day missed beyond one absence. In serious and rare circumstances you can work with me to make up missed class points, but you must notify me at least 48 hours before the class you miss.

Questions Concerning a Grade

If you have any questions concerning a grade on any assignment, I will be happy to talk with you about it. Typically, it is best to wait 24 hours after receiving the grade so that you can mull it over; however, you must wait no longer than 7 days after receiving the grade to talk with me. After 7 days, the grade will be considered final.

Academic Integrity

Cheating will not be tolerated. As a college student, you are expected to know and understand plagiarism and ethics guidelines concerning copyrights and the borrowing and citing of information. If you have questions about whether or not you are plagiarizing, please come talk with me before you turn in an assignment. Depending on the seriousness of an incident, cheating will result in a reduction of a grade, failure of an assignment, failure of the course, or even expulsion from Westminster College.

The Westminster College of Undergraduate Academic Catalog (2012) states:

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Students with Disabilities

Westminster College complies with Section 504 of the Rehabilitation Act of 1972 and the Disabilities Act and Amendments of 2009 (ADA AA) and does not discriminate against persons with disabilities. The college provides equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. The Disability Services Program works with departments throughout the college to ensure that programs and facilities are accessible to all members of the college community. The college must provide reasonable accommodations to students who, by nature of the disability, are limited in accessing academic opportunities. In order to be eligible to receive services through the program, students need to complete the following steps:

- Disclose the nature of the disability to the program coordinator in the START Center.
- Provide current documentation from a qualified source verifying the impact of the disability. Appropriate documentation is necessary to verify eligibility and support requires for accommodations, academic modifications and/or other aids. Information is kept confidential according to federal guidelines.
- Once eligibility is established, students meet with the program coordinator to determine individualized accommodations. Students must provide reasonable notice to allow time for arrangement of accommodations.

COURSE CALENDAR

JANUARY

<p>Week 1 January 13</p>	<p>In class</p> <ul style="list-style-type: none"> -Welcome to class. -Syllabus and schedule. -Get to know you. -What is Emergent Media? <p>Homework</p> <ul style="list-style-type: none"> -Read “What is New Media,” by Lev Manovich (NMTR, pgs. 5 – 10) -Read “Technological Revolutions and the Gutenberg Myth,” by S. D. Noam Cook (NMTR, pgs. 11 – 18) -Read <i>Convergence Culture</i>, pgs. 1 – 134 -Begin Media Map assignment -Turn in Weekly Reading Position Project (WRPP #1)
<p>Week 2 January 20</p>	<p>In class</p> <ul style="list-style-type: none"> -Emergent media video (Henry Jenkins: Participatory Culture), discussion -WRPP Discussion -Convergence and participatory culture -Mapping media, media map assignment <p>Homework</p> <ul style="list-style-type: none"> -Read <i>Convergence Culture</i>, pgs. 135 – 270 -Read “The Consumers’ Sublime” by Marien (NMTR, pgs. 27 – 38) -Finish/Turn in Media Map assignment

COURSE CALENDAR

<p>Week 3 January 27</p>	<p>In class</p> <ul style="list-style-type: none"> -Emergent media video (Andrea Quijada: Media Literacy), discussion -Showcase/present media maps, discussion -What is media literacy? <p>Homework</p> <ul style="list-style-type: none"> -Read “The Tragedy of Broadcast Regulation,” by Owen (NMTR, pgs. 72 – 78) -Read “Why Software should not Have Owners,” by Stallman (NMTR, pgs. 154 – 158) -Read “Copyright in Historical Perspective (NMTR, pgs. 113 – 118) -Read <i>Free Culture</i>, by Lessig (pgs. 1 – 80) -Turn in WRPP #2 -Write proposal/summary for Cutting Edge Technology Project/Presentation
-------------------------------------	--

FEBRUARY

<p>Week 4 February 3</p>	<p>In class</p> <ul style="list-style-type: none"> -Emergent media video (Kirby Ferguson: Embrace the Remix), discussion -Discuss proposals/projects/cutting edge technologies -Copyright, fair use, creative commons, public domain, plagiarism: implications <p>Homework</p> <ul style="list-style-type: none"> -Read <i>Free Culture</i>, by Lessig (pgs. 81 – 138) -WRPP Discussion -Read “The New Socialism: Global Collectivist Society Is Coming Online,” by Kelly (http://archive.wired.com/culture/culturereviews/magazine/17-06/nep_newsocialism?current-Page=all) -Turn in WRPP #3 -Begin working on Cutting Edge Technology Project/Presentation
-------------------------------------	---

COURSE CALENDAR

<p>Week 5 February 10</p>	<p>In class</p> <ul style="list-style-type: none"> -Emergent media video (Lawrence Lessig: Laws that Choke Creativity), discussion -”Socialism,” social media, free speech, creativity, and regulation <p>Homework</p> <ul style="list-style-type: none"> -Read NMTR, Part 4: Politics of New Media Technologies (pgs. 159 – 211) -Turn in WRPP #4 -Continue working on Cutting Edge Technology Project/Presentation
<p>Week 6 February 17</p>	<p>In class</p> <ul style="list-style-type: none"> -Emergent media video (Clay Shirky: How the Internet Will Transform Government), discussion -WRPP discussion -Emergent media, social media, democracy, and the government <p>Homework</p> <ul style="list-style-type: none"> -Finish Cutting Edge Technology Project/Presentation
<p>Week 7 February 24</p>	<p>In class</p> <ul style="list-style-type: none"> -Cutting Edge Technology Project/Presentation due in class -Emergent Media Manifesto assignment description -Creativity manifesto <p>Homework</p> <ul style="list-style-type: none"> -Read “Abstraction/class,” by Wark (NMTR, pgs. 212 – 220) -Read “On the Move: Technology, Mobility, and the Mediation of Social Time and Space” (NMTR, pgs. 249 – 265) -Read “Time and the Internet” -Turn in WRPP #5 -Begin working on Emergent Media Manifesto project
<h2>MARCH</h2>	
<p>Week 8 March 3</p>	<p>In class</p> <ul style="list-style-type: none"> -Film: <i>Growing Up Online</i> (PBS Frontline) -Internet, mobile technology, and cultural shifts <p>Homework</p> <ul style="list-style-type: none"> -Read <i>Simulation and Its Discontents</i>, by Turkle (pgs. 1 – 84) -Continue working on Emergent Media Manifest project -Turn in WRPP #6 (due after Spring Break, on March 17)

COURSE CALENDAR

<p>Week 9 March 10</p>	<p>In class -SPRING BREAK - NO CLASS</p> <p>Homework -Read <i>Simulation and Its Discontents</i>, by Turkle (pgs. 1 – 84) -Continue working on Emergent Media Manifest project -Turn in WRPP #6</p>
<p>Week 10 March 17</p>	<p>In class -Emergent media video (Neil Harbisson: I Listen to Color), discussion -WRPP discussion -Technology, cyborgs, and the generational divide</p> <p>Homework -Finish Emergent Media Manifesto project</p>
<p>Week 11 March 24</p>	<p>In class -Emergent Media Manifesto project presentations -Final Essay assignment description</p> <p>Homework -Read <i>The Vision Machine</i>, by Virilio (entire book) -Turn in WRPP #7 -Begin research for final paper</p>

COURSE CALENDAR

Week 12

March 31

In class

- Emergent media video (Ray Krzweil: The accelerating power of technology)
- WRPP discussion
- Discussion: The Vision Machine
- How to write a research paper for publication
- Sign up for conferences on April 7

Homework

- Read "Why Wearable Tech Will Be as Big as the Smartphone (Wired)
- Turn in WRPP #8
- Continue research for final paper

APRIL

Week 13

April 7

In class

- Individual conferences on writing final research paper
- Come to Foster 416 at scheduled time

Homework

- Research two articles to read on emergent media
- Write full draft of final paper for peer review

Week 14

April 14

In class

- WRPP discussion
- Film: *Minority Report*, *Gattaca*, *Truman Show*
- Discussion: the future of emergent media
- Peer review on final papers

Homework

- Finish article for publication
- Prepare conference presentation of final article

COURSE CALENDAR

<i>Week 15</i> April 21	In class OUT OF COUNTRY - NO CLASS Homework -Finish article for publication -Prepare conference presentation of final article
<i>Week 16</i> April 28	In class -Digital media presentation on final article -Final essay due in my office by midnight. Homework