



IUPUI

**SCHOOL OF INFORMATICS  
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING

Indiana University–Purdue University  
Indianapolis

**NEWM N100**

**Foundations of New Media**

**Department of Human Centered Computing**

**Indiana University School of Informatics and Computing, Indianapolis**

**Spring 2022**

*Section No.:* 19188 *Credit Hours:* 3  
*Time:* Mondays 6-8:40 p.m.  
*Location:* IT 252  
*First Class:* January 10, 2022  
*Web site:* Canvas

*Instructor:* John King, M.S., Lecturer  
*Office Hours:* TBA and by appointment.  
*Office:* IT420H

*Phone:* (317) 278-4145 (Canvas e-mail strongly preferred – I’m rarely at my desk, but often at a computer)

*E-mail:* Canvas inbox only

**Course Description**

This course presents an introduction to the history, theory, and practice of new media with a focus on technological, communicative, and cultural contexts. Characteristics of digital media including interactivity, hypermedia, immersion, and storytelling are explored in depth. There are readings, demonstrations, examples, creative hands-on projects, and written assignments.

**Required Text:** None. Supplemental readings will be provided via Canvas.

**Recommended (not required) Reading:**

1. *New Media: An Introduction*. Terry Flew. Oxford Higher Education
2. *Convergence Culture*. Henry Jenkins. New York University Press.
3. *Multimedia from Wagner to Virtual Reality*. Randall Packer and Ken Jordan. Norton.
4. *The New Media Handbook*. Andrew Dewdney and Peter Ride. Routledge.

These books can be purchased at the IUPUI bookstore or ordered through the following Barnes and Noble @ IUPUI link: [iupui.bncollege.com](http://iupui.bncollege.com)

**Required Equipment**

- Your school-required laptop computer.
- Paper or laptop for taking notes. Notes will be your responsibility. I do not post notes.
- Software: MS Office and Adobe CS are provided free of charge to all students and faculty through iuware. You will not be required to purchase any software for this class.

- Internet connection for accessing Canvas, e-mail, and tutorials.

### Teaching and Learning Methods

- Course Learning Outcomes and Their Alignment with Program-level Learning Outcomes
- Profiles of Learning for Undergraduate Success (PLUS)

P1. Communicator	P2. Problem Solver	P3. Innovator	P4. Community Contributor
1. Evaluates Information 2. Listens Actively 3. Builds Relationships 4. Convey Ideas Effectively	1. Thinks Critically 2. Collaborates 3. Analyzes, Synthesizes, and Evaluates 4. Perseveres	1. Investigates 2. Creates/Designs 3. Confronts Challenges 4. Makes Decisions	1. Builds Community 2. Respectfully Engages Own and Other Cultures 3. Behaves Ethically 4. Anticipates Consequences

By the end of this course, successful students will be able to:

1. Understand digital media and its effective use as a form of communication. (P1: 1)  
Communicate ideas effectively in written and oral form for a range of audiences. (P1: 4)  
Work effectively as a member of a team to achieve a common goal. (P1: 3)  
Analyze a problem, identify and evaluate alternatives and plan an appropriate solution. (P2: 1)
2. Demonstrate knowledge in the history, theory and traditions of digital media. (P2: 3)
3. Evaluate media from multiple perspectives using theories, concepts and language of digital media. (P3: 4)
4. Demonstrate mastery of digital media concepts, techniques and tools in one or more digital media specialties.(P2:3)
5. Apply knowledge and skills to develop professional quality digital media productions in a timely manner utilizing best practices and standards. (P3: 2)
6. Explain the impact of digital media on individuals, organizations, and society. (P4:2)
7. Acknowledge diverse opinions regarding professional, ethical, legal and social issues with a global perspective. (P4:3)  
Appreciate the need for life-long learning and have a plan for continuing professional development. (P3:3)

### Course Objectives:

- Demonstrate their knowledge of new media concepts through assignments, topic discussions and exams.
- Students will explore the history and theory of digital media in order to bring that knowledge to future digital media and related projects in their majors.

- Students will broaden their understanding of digital media as a discipline through lectures and course readings.

### **Course Learning Outcomes (CLOs):**

Upon completion of this course, students will

- C1. Analyze analog and digital media and technologies.
- C2. Evaluate the design of digital media in terms of concepts and theories including cognitive load, diffusion of information, information theory, media convergence, hypermedia, and interactivity.
- C3. Apply principles of aesthetics and design in the development of digital media.
- C4. Create digital illustrations using software applications.
- C5. Demonstrate knowledge of writing, digital storytelling, game development, 2D/3D animation, and web development.
- C7. Demonstrate knowledge of copyright and intellectual property.

### **Program-level and course learning outcomes map:**

\*Indicators of level of knowledge: I – Introduce; R – Reinforce; M – Master

#### **Innovation 1**

N100 is an “identity and mindset” course, so (a few, or many) assignments and discussions will lead students to answering the following questions:

**Identity and mindset development (3 credits)** – focused on providing the foundation for becoming a creative problem solver by exploring student identity drive and purpose, while answering the following questions:

- a. Who are you? What is important to you?
- b. How do you function in team settings?
- c. Why is it so hard to explore ambiguity and possibility?
- d. How do you deal with failure?

This course counts for the 1st of 5 classes toward our soon-to-be-announced Innovation Minor at IUPUI.

Assignments applicable to this moniker are labeled (I&M) in the assignment list below.

Program-Level Learning Outcomes	Level of Knowledge*	Course Learning Outcomes	Profiles of Learning for Undergraduate Success	Assessment
B1. Demonstrate analytical, evaluative, and critical thinking skills.	R	C1, C5	P1.2. Evaluates Information, thinks critically, analyzes, and conveys ideas	Assignment 1
B2. Investigate and describe differences between analog and digital media technologies.	R	C1, C5	P1.2. Evaluates Information, thinks critically, analyzes, and conveys ideas	Assignment 1, Quizzes and Exams
B3. Interpret visual artifacts to convey ideas effectively.	I	C2, C3, C5	P3.2. Innovator: Creates/ designs	Assignment 2
D1. Analyze and synthesize storyboarding concepts using digital animation.	M	C4	P2.1. Problem Solver: Think critically	Assignment 3
D2. Build community using communication among peers in programmed topic discussions.	I	C2	P1.4. Communicator: Conveys ideas effectively	Topic Discussions 1 through 11

D3. Synthesize and demonstrate skillsets and new knowledge from course lectures.	M	C1 – C7	P3.2. Innovator: Creates/designs	Labs 10; Quiz 7; Final project
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### Homework:

For a class that meets for 160 minutes total each week for 3 credit hours, you should expect to spend at least that much time outside of class completing assigned readings, assignments, and/or projects. More time probably will be necessary, depending on the week. Some projects, especially the later ones, may require a great deal of time, so some in-class “lab time” has been provided as well as some distance between due dates. The final project is staggered, too, so you don’t have to turn in all the stuff at once – it’s stuff that you turn in from week to week as you build toward the finish line.

Here’s what we’re doing:

### Assignments:

Assignment #1 – Tech Comparison Paper	20 points
Assignment #2 – Illustration/Graphics	20 points
Assignment #3 – My Career, My Future (I&M)	20 points
Assignment #4 – Research and Employment (I&M)	20 points
Assignment #5 – Signature Assignment - Digital Storytelling	20 points
Quizzes (5 points each x 10)	50 points
Discussion Topics (Canvas – 10 points each x 10) (I&M)	100 points
Midterm Examination	100 points
Participation	50 points
Final Examination	100 points

**500 total points**

Other specific instructions and expectations will be distributed as each task is assigned.

### Grading Scale:

93-100%	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	63-66%	D
		60-62%	D-
		< 60%	F

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for C-or below.

**General Rubric:**

- “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows substantial creativity and insight, often superlative and professional quality.
- “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements and shows some creativity and insight, but is not superlative and represents work that is still a bit rough.
- “C” represents work that meets course requirements, but fails to demonstrate significant improvement or command. “C” work is considered average and often is rough or very rough.
- “D” represents work that in one or more ways fails to meet the requirements of the course, but just barely meets basic competencies required and is enough to pass, but is very, very rough.
- “F” represents general failure to meet the requirements and competencies of the course or assignment.

Each assignment is graded based on a specific rubric for that particular task. The above is simply a general explanation of what letter grades mean in the larger scope.

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Student Conduct:** Students are expected to conduct themselves professionally and respectfully toward classmates, the instructor, other university employees, and invited guests. You can expect to be treated with the same courtesy. The class should be a friendly and fun experience, as long as everyone does his/her part.

**Grade Appeals: The grading process is not a negotiation.** You should not approach your instructor(s) after receiving a grade and attempt to negotiate or argue for more points unless you can show a miscalculation in your point total or show there is something your instructor might have overlooked. The grading process is not something to take lightly, and great care will be taken to ensure accurate assessment of your work. If you have a legitimate concern about your grade such as a miscalculation or something the instructor might have overlooked, then please see your instructor in person either after class or during regular office hours. If office hours are not convenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback) to your appointment. Your instructor will not discuss grades via electronic means such as e-mail, where privacy of student records is suspect, though you may set up an appointment via e-mail if you prefer.

**Extra Credit Policy:** Your best bet at earning more points in class is to take each and every assignment and quiz very seriously and revise any work that the instructor indicates is eligible to revise. Having said that, if your instructor chooses to offer an extra credit opportunity, then you should pursue that. You may suggest specific opportunities that are relevant to class, but they must be something that can be offered to the entire class (a film or presentation, guest speaker, or some other activity all students can attend).

**Revision Policy:** Only certain assignments can be revised, and only at certain times designated by the instructor. Assignments that are eligible for revision will be clearly indicated as such, with dates indicating when revisions will be accepted and the deadline after which no further revisions will be accepted. Assignments that do not clearly indicate

eligibility for revision are therefore not eligible for revision or re-assessment unless the student can indicate a miscalculation or something the instructor might have overlooked. Usually revising eligible assignments is the only way to earn more points through re-assessed work. When revising, students must factor in the instructor's comments as well as any peer feedback received on the work. Revision does not apply to the final project or quizzes/exams.

**Participation:** The course participation grade is a combination of factors such as work ethic, responsibility, decorum, and attention to due dates and policies on the syllabus, etc. Students who participate actively, work hard, and respect others usually do very well.

**Attendance:** Normally, I would offer a certain amount of "free" absences you can take. These aren't normal times. Rather than mess with closely tracking in-person attendance and counting absences all semester, instead I will check and track your Canvas use to ensure that you're active in the class that way rather than going days and days between logins. If you miss an important due date, exam, or other graded activity, then you will not be allowed to make up the work without penalty unless you can provide some sort of official documentation in case of an emergency, illness, official obligation, or approved university activity (all of which should be able to supply documentation for you to give to an instructor upon your return to class). All exams and quizzes are on Canvas and made available to you for several days. All assignments and other activities are on Canvas with plenty of lead time before due dates. The class is structured with the current pandemic situation in mind.

Some examples of approved absences with documentation include, but are not limited to:

- Medical issue(s)/illness requiring doctor/hospital/health center visit
- Field trips or immersive projects for another class
- Athletics or other official university business
- Military deployment or assigned duty/training
- Jury duty/Legal obligations

If you know you will be out of the loop for a legitimate reason on a certain day, your responsibility is to look ahead on the schedule and see what we're doing, then communicate with me and your peer(s) to determine how best to keep up. I do not provide class notes via e-mail. **You'll be expected to turn in assigned work early.**

**Late Work Policy:** Normally, I won't accept late work without penalty unless there's official documentation of some sort from a physician's office, legal representation, or an office of the university, though some exceptions may be made in rare circumstances.

Generally, late work submitted without legitimate reason receives an automatic 59% if not turned in by the required due date and time. The most you can earn on a late assignment is 59% no matter how much you revise the work. Once 7 days have passed since the designated due date and time, if you still have not communicated your situation or delivered an assignment, the Canvas assignment will close and that 59% turns into a zero on the assignment.

Generally, I do not provide feedback on late work unless there is official documentation available.

In order for your work to be considered for late acceptance without penalty, you or someone acting on behalf of you must contact the instructor by e-mail to explain your situation, preferably IN ADVANCE of the due date and time, or at the very most, within 48 hours after the due date and time. Your situation must be some kind of emergency or other unforeseen circumstance that can be somehow documented in writing and verified, and the date on the documentation must match or span the due date you missed. You must provide documentation when you and your instructor arrange for you to turn in the late work.

Any work or quiz you miss because of unapproved out-of-the-loopness cannot be made up. **So it's important that you log in often.**

**Generally speaking, I do not respond to emails about this unless there's some kind of official documentation available.**

On the Final Project, late work is not accepted for credit unless extreme, verifiable circumstances arise that affect all members of your group and prevent everyone in the group from attending on the due date.

**Contacting the Instructor:** Contact me through Canvas e-mail. Good e-mail etiquette is greatly appreciated! This helps me help you. Please check your e-mail regularly (once per day, minimum) and keep your mailbox size down. E-mails that bounce back will not be re-sent, and students who do not check e-mail regularly might miss information sent to the class. *Generally speaking, I do not accept assignments via e-mail.*

**Working Hours:** I'm not available or on-call 24/7, but I am available often. I typically don't check or answer e-mail or take/return phone calls after 5 p.m., on weekends, or during breaks. I also tend not to respond to class-related questions that you might send over social media. If you e-mail or call, I will respond as fast as I can. However, if you e-mail me after 5 p.m., on a Friday, or before a break, then you likely will not receive a response right away.

**Group Work:** For this class, you *might* be required to work in group(s). In that case, here's the group work policy.

Professionals work together. Ever watch the credits of a movie or TV show? That's a long list of people doing group work.

**Accountability:** Occasionally, a group contains one or more members that "freeload" and don't contribute in any meaningful way to a project. Your group is responsible for delivering work to expectations regardless of freeloaders, just as you would be in the professional world.

Speaking of freeloaders...

**Anti-Freeloading Policy:** How groups divide the work is up to you and your group. Each member of every group must document his/her activities and contributions on each project. While it is rarely possible to divide all the work perfectly evenly among all members, carrying wildly disproportionate workloads leads to unfair situations and undeserved grades. These situations will be addressed on a case-by-case basis, but the instructor reserves the right to remove difficult or non-contributing members from groups.

When you begin a project, you'll write a project proposal as a group. In your project proposal, groups should indicate who is doing what. This can change, but initial responsibilities need to be established. Then group members must document their time as the project progresses. This will be submitted to the instructor in the form of a simple 1-page paper on how the project went.

If your group complains about you or your lack of contribution, then I reserve the right to investigate and, if needed, pull you out of a group. You will get a chance to respond to their charge and work things out with your group. Sometimes the problem is simple (scheduling, miscommunication, etc.).

If you are removed from a group for non-contribution (very rare), you must find another group within the class and ask them if you can join them. Your instructor or grad assistant will not assist you in this process. If no group will add you, then you must complete the project alone for 1/3 of the points, or you can take a zero on the project. (This has never happened, but the policy is in place just in case.)

If it looks like your group is trying to remove you for personal reasons or is not being reasonable about the situation, then I'll help you find another group and deal with your original group separately. If this is the case, your original group can complete the project without you for a 25% deduction.

Everyone must contribute to a reasonable, if not equitable level. No member should insist on doing all the shooting, editing, etc. If one or more members of your group "take over" and prevent part of the group from helping, or otherwise enable a situation where you are not working as a group, then that person or persons may be pulled from the group and asked to complete the project alone for no better than 1/3 of the points on the project.

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#### MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

#### STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs

through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

#### CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/> (Links to an external site.). All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> (Links to an external site.) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin> (Links to an external site.)

#### OTHER POLICIES

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html) (Links to an external site.)
3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> (Links to an external site.) for more information.
6. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.
7. **Class Courtesies:** Come to class on time and be prepared. Turn off your cell phone and other noisy devices. Don't do homework, answer email, or engage in conversation during class. Listen to your classmates when they are asking questions or presenting their work. Do not bring children with you to class.

All students should read the IUPUI Code of Student Rights, Responsibilities, available at <http://www.iupui.edu/code>. This document describes your rights and responsibilities as an IUPUI student.

#### **Incomplete:**

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html> (Links to an external site.)

**Academic Responsibilities & Misconduct** (as stated in the Indiana University Student Code of Conduct at <http://www.iupui.edu/code/#page> (Links to an external site.))

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty

for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

### **1. Cheating**

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.
- A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

### **2. Fabrication**

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

### **3. Plagiarism**

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
  - Directly quoting another person’s actual words, whether oral or written;
  - Using another person’s ideas, opinions, or theories;
  - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - Borrowing facts, statistics, or illustrative material; or

- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

**4. Interference**

A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

**5. Violation of Course Rules**

A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

**6. Facilitating Academic Dishonesty**

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

## Weekly Schedule

### **Week 1: 1/10**

Lecture: Class Overview

- Syllabus: Grades, text(s), schedule, expectations, Canvas use
- Course management

Reading assignment(s) to do during Week 2:

- What is New Media?
- The New Media Technologies (both readings are PDFs under Canvas > Files > Readings)

### **Week 2: 1/17 — MLK DAY — NO CLASS MEETING**

**DUE: Topic #1 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**Quiz #1 (on Canvas - over readings and lecture material covered thus far)**

### **Week 3: 1/24**

**DUE: Topic #2 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

- New Media – Historical Overview

Assigned: Assignment 1 - Analog to Digital Comparison Paper Instructions Go Live on Canvas

### **Week 4: 1/31**

**DUE: Topic #3 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**Quiz #2 (on Canvas - over readings and lecture material covered thus far)**

Guest: TBA

Lecture: Theory into Practice

Reading assignment(s) – Read before class:

- “Theory and Practice in New Media Studies” (PDF under Canvas > Files > Readings)

### **Week 5: 2/7**

**DUE: Topic #4 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**DUE: Assignment 1 - Analog to Digital Comparison Paper (20 points) uploaded to Canvas > Assignments before the start of class.**

**Quiz #3 (on Canvas - over readings and lecture material covered thus far)**

Assigned: Assignment 2 – Illustrate a Passage from the Readings

Guest: TBA

Lecture: Technology and Society

Reading assignment(s) – Read before class: “Simulations, Games, and Learning” (PDF under Canvas > Files > Readings)

Guest: TBA

Lecture: Too Many Paths + Personal and Professional Time Management

**Quiz #4 (on Canvas - over readings and lecture material covered thus far)**

### **Week 6: 2/14**

**DUE: Topic #5 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**Quiz #5 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Assignment 2 - Illustrate a Passage from the Readings (20 points) uploaded to Canvas > Assignments before the start of class.**

Guest: TBA

Reading assignment(s) – Read before class: “Storyboards: A Dynamic Storytelling Tool” (PDF under Canvas > Files > Readings)  
Lecture: Storyboards, Site Maps, and Scripts

**Week 7: 2/21**

**Quiz #6 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Topic #6 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

Guest: TBA

Lecture: Design and Aesthetics

Assigned: Assignment 3 – My Career, My Future

In class: Midterm Exam Info/Prep

**Week 8: 2/28 — MIDTERM EXAM (100 POINTS).**

**Note: The midterm exam will cover content from the entire semester so far and will be online (Canvas) only.**

**There will be no additional content this week. The exam will “go live” at 6 p.m. on Monday and expire at 6 p.m. on Friday. Go online and complete the exam.**

**Failure to take and/or complete the exam during this time will result in a zero. Technical issues will not be accepted as reasons for failure.**

**No make-ups will be scheduled.**

**Week 9: 3/7**

**DUE: Topic #7 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**DUE: Assignment 3 – My Career, My Future (20 points) uploaded to Canvas before the start of class.**

Guest: TBA

Lecture: Hypermedia or Hyperinteractivity: Forms of Interaction

Reading assignment(s) – Read before class: “Hypertext and Hypermedia” (PDF under Canvas > Files > Readings)

**Week 10: 3/14 — SPRING BREAK — NO CLASS**

**Week 11: 3/21**

**Quiz #7 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Topic #8 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

Guest: TBA

Lecture: Using Games to Educate and Entertain

Reading Assignment: Refresh on “Simulations, Games, and Learning” prior to class.

**Week 12: 3/28**

**Quiz #8 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Topic #9 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

Guest: TBA

Assigned: Assignment 4: Research and Seeking Employment

Lecture: Digital or Not! The Creative Process

Reading assignment(s) – Read before class: “Technology is Culture” (PDF under Canvas > Files > Readings)

**Week 13: 4/4**

**Quiz #9 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Topic #10 (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

Guest: TBA

Lecture: Creative and Inspirational Uses of Digital Technology and Media

**Week 14: 4/11**

**Quiz #10 (on Canvas - over readings and lecture material covered thus far)**

**DUE: Topic #11 [Bonus] (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

**DUE: Assignment 4 – Research and Seeking Employment (20 points)**

Guest: TBA

Lecture: Design – The Good, the Bad, and The Ugly

Assigned: Signature Assignment – Digital Storytelling

**Week 15: 4/18**

**DUE: Topic #12 [Bonus] (due the Sunday night before on Canvas > Discussions at 11:59 p.m.)**

Guest: TBA

Lecture: Intellectual Property, Copyright, Patent, and Trademark Law

**Week 16: 4/25**

**Quiz #11 [Bonus] (on Canvas - over readings and lecture material covered thus far)**

**DUE: Assignment 5 – Signature Assignment – Digital Storytelling (20 points)**

Lecture: Digital Media – The Future.

In class:

1. Course evaluation spiel.
2. Q&A and final exam prep.

**Week 17: 5/2 — FINAL EXAM (100 points)**

**Note: The final exam will cover content from the entire semester so far and will be online (Canvas) only.**

**There will be no additional content this week. The exam will “go live” at 9 a.m. on Monday, May 2 and expire at 9 p.m. on Wednesday, May 4. Go online and complete the exam.**

**Failure to take and/or complete the exam during this time will result in a zero. Technical issues will not be accepted as reasons for failure.**

**No make-ups will be scheduled.**