NEWM N385
Seeing Sideways

Department of Human-Centered Computing, Media Arts and Science Program
Indiana University School of Informatics and Computing, Indianapolis

Fall 2015

Credit Hours: 3
Lecture Section: 25185
IT 265, Mondays, 3:00 – 5:40 pm

First lecture: August 24, 2015
All sections meet at the Informatics & Communications Technology Complex (IT building) 535 West Michigan Street, Indianapolis, IN 46202 [map]

Instructor: Jacob E. Dobson, MFA - Media Arts and Science, Lecturer
Office Hours: Tuesday 2 – 5 pm or by appointment
Office: IT 483
Phone: (317) 274-4393
Email: dobson@iu.edu
Lab Graduate Assistant: TBA

COURSE DESCRIPTION:
In this non-traditional open format course students will explore a variety of methods for fostering creative exploration in new media. Discussion, readings, blogging, and directed exercises lead the student to find individual ways of exploring different areas of new media through a variety of output options.

COURSE OBJECTIVES:
To develop skills in critical thinking, creative problem solving, critical analysis, and performing peer critiques; to develop creativity through digital exploration and experimentation; to create projects derived from various sources; to acquire proficiency and confidence in public speaking and trying new things; and to master major principles of design.

Individual projects and group lectures are designed to work in tandem to foster creative approaches to solving complex digital media problems. The successful student will leave this course with an understanding of and appreciation for experimentation with digital media and a mastery of a self-defined creative digital style. Throughout the course many
different interpretive styles will be explored and discussed and the student will need to effectively and creatively express a complex idea in digital form. A willingness to explore and experiment with a variety of output media is essential to complete the course. Class discussion and participation is crucial to these outcomes and regular attendance is mandatory.

Prerequisites: None

Recommended Resources:

**Required:**
*Sketchbook (Size: between 8x10 and 11x14)*

**Highly Recommended (but not used in class):**


**Required Materials:**
The student is responsible for providing access to
- An open mind
- Removable storage media
- Digital camera (recommended for documenting experiments to your blog)
- Drawing, coloring, sculpting, digital art tools, audio, etc. (Anything that can facilitate your creative exploration and experimentation.)

Labs and lab computers are to be used for school purposes only. Only IUPUI students are permitted to use the labs.

There are a limited number of digital cameras, tripods, video cameras, light kits, sound recorders, and other equipment that can be checked out by New Media students for use in projects. All equipment can be reserved through the following website: [http://informatics.iupui.edu/technology/equipment/](http://informatics.iupui.edu/technology/equipment/)

This equipment is shared by all new media students and is offered on a first-come, first-served basis.

**Principles of Undergraduate Learning (PULs):**
This course is designed to demonstrate IUPUI’s principles of undergraduate learning (PULs):
1A. Core communication: written, oral and visual skills  
   Some emphasis

1B. Core communication: Quantitative skills

1C. Core communication: information resources skills
   Some emphasis

2. Critical thinking
   Major emphasis

3. Integration and application of knowledge
   Some emphasis

4. Intellectual depth, breadth, and adaptiveness
   Moderate emphasis

5. Understanding society and culture

6. Values and ethics

Student Learning Outcomes:

Upon completion of this course, students will

<table>
<thead>
<tr>
<th>Perform techniques in</th>
<th>RBT</th>
<th>PUL</th>
<th>Statewide Competencies</th>
<th>Assessment (TLM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Blogging</td>
<td>2</td>
<td>1a</td>
<td>1.1–1.3, 6.1–6.4</td>
<td>• Homework</td>
</tr>
<tr>
<td>b. Art Research</td>
<td>5</td>
<td>2</td>
<td>1.4, 6.3, 6.4</td>
<td>• Writing Assignments</td>
</tr>
<tr>
<td>c. Multi-Sourcing Projects</td>
<td>3</td>
<td>1c</td>
<td>1.4, 6.4</td>
<td>• Class Presentations</td>
</tr>
<tr>
<td>d. Digital Experimentation</td>
<td>6</td>
<td>2</td>
<td>6.5</td>
<td></td>
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<tr>
<td>e. Public Speaking</td>
<td>2</td>
<td>1a</td>
<td>2.1–2.6, 6.1–6.4</td>
<td></td>
</tr>
<tr>
<td>f. Writing Skills for Blog Posts</td>
<td>3</td>
<td>1a</td>
<td>1.1–1.3</td>
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<tr>
<th>Understand and use aesthetics in</th>
<th>RBT</th>
<th>PUL</th>
<th>Statewide Competencies</th>
<th>Assessment (TLM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding of Design Principles</td>
<td>2</td>
<td>3</td>
<td>6.1–6.2</td>
<td>• Blog Projects</td>
</tr>
<tr>
<td>b. Explore Design Principles</td>
<td>6</td>
<td>2</td>
<td>6.5</td>
<td>• Homework</td>
</tr>
<tr>
<td>c. Courage to Try New Things</td>
<td>n/a</td>
<td>n/a</td>
<td>6.5</td>
<td>• Writing Assignments</td>
</tr>
<tr>
<td>d. Appreciation for Experimentation</td>
<td>n/a</td>
<td>n/a</td>
<td>6.2, 6.5</td>
<td>• Class Discussions</td>
</tr>
<tr>
<td>e. Mastery of a Self-Defined Style</td>
<td>6</td>
<td>4</td>
<td>6.2, 6.5</td>
<td></td>
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<tr>
<th>Apply and evaluate theory in</th>
<th>RBT</th>
<th>PUL</th>
<th>Statewide Competencies</th>
<th>Assessment (TLM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss Readings with Group</td>
<td>2</td>
<td>1a</td>
<td>2.1–2.4, 6.1–6.4</td>
<td>• Blog Projects</td>
</tr>
<tr>
<td>b. Creative Exploration in New Media</td>
<td>6</td>
<td>2</td>
<td>6.5</td>
<td>• Class Presentations</td>
</tr>
<tr>
<td>c. Critical Analysis</td>
<td>5</td>
<td>2</td>
<td>6.3, 6.4</td>
<td></td>
</tr>
<tr>
<td>d. Creative Problem Solving</td>
<td>5</td>
<td>2</td>
<td>6.3, 6.4</td>
<td></td>
</tr>
<tr>
<td>e. Critical Thinking</td>
<td>4</td>
<td>2</td>
<td>6.3, 6.4</td>
<td></td>
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<tr>
<th>Engage in collaboration in</th>
<th>RBT</th>
<th>PUL</th>
<th>Statewide Competencies</th>
<th>Assessment (TLM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Group Problem Solving</td>
<td>4</td>
<td>2</td>
<td>6.3, 6.4</td>
<td>• Class Critiques</td>
</tr>
<tr>
<td>b. Peer Critique</td>
<td>5</td>
<td>2</td>
<td>6.3, 6.4</td>
<td>• Group Presentations</td>
</tr>
<tr>
<td>c. Values and Ethics</td>
<td>2</td>
<td>6</td>
<td>6.7</td>
<td>• Class Presentations</td>
</tr>
<tr>
<td>d. Understanding of Society/Culture</td>
<td>2</td>
<td>5</td>
<td>6.7</td>
<td></td>
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</tbody>
</table>

RBT: Revised Bloom’s Taxonomy; PUL: Principle of Undergraduate Learning
GRADING INFORMATION:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Blog Post</td>
<td>14</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>Midterm Presentation</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>1</td>
<td>20</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>100 Points</strong></td>
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</tbody>
</table>

Grading Scale:

A+  100%  Professional level work, showing highest level of achievement  
A   93–99% Extraordinarily high achievement, quality of work; shows command of the subject matter  
A–  90–92% Excellent and thorough knowledge of the subject matter  
B+  87–89% Above average understanding of material and quality of work  
B   83–86% Mastery and fulfillment of all course requirements; good, acceptable work  
B–  80–82% Satisfactory quality of work  
C+  77–79% Minimally acceptable performance and quality of work  
C   73–76% Unacceptable work, does not demonstrate mastery  
C–  70–72% Unacceptable work  
D+  67–69% Unacceptable work  
D   63–66% Unacceptable work  
D–  60–62% Unacceptable work  
F   Below 60 Failure

Due to the unusual nature of this course traditional classroom procedures are not always employed when dealing with assignments. Each student will asked to create a public blog through which all assignments due will be posted, or discussed, whichever is applicable. The assignments in this course are intended to be springboards from which each student can jump. While there are core competencies involved with each assignment, experimentation on the part of the student is the primary goal. Each assignment description will be posted on Campus and will give detailed due date and deliverable instructions. The assignments for this course are intended to foster experimentation and creative solutions; therefore it is possible that a traditional assignment model may not be appropriate in all situations. This is not an excuse to not do a project. *Any project attempted by a student must be defended by that student during discussion and critique during class meetings, and discussed on the blog prior to the start of class on the day the assignment is due.* Assignments that are not taken seriously by the student attempting the assignment will not be given a grade by the instructor.

Assignments are due at the designated time on the designated date. No due date extensions will be given, unless at the instructor’s instigation; this includes extensions for absences. If a student cannot attend a class when an assignment is due, the assignment is expected to be
posted to the student’s blog by the assigned due date. (Extenuating circumstances can be discussed on an individual basis, but the final decision is up to the instructor in all cases.) Late projects will not be accepted unless prior arrangements have been made and approved in advance by the instructor.

All assigned blog posts are due each week with the URL to that blog entry submitted via Canvas by 11:59 p.m. on the Sunday before class. **Late work will not be given credit in Canvas and might not be included in the overall blog assessment.** If you are unable to attend class you may do the assignments and exercises, but you will not receive credit for any URL that is not submitted to Canvas by the deadline. **Even if you do the blog entry and forget to submit the URL to Canvas you will not receive credit for that entry in the Canvas portion of your grade for the course.** Other exercises or assignments might be added as the semester progresses but ample notice will be given in that situation.
**WEEKLY SCHEDULE**

This weekly schedule is subject to change at the instructor's discretion. Any changes will be posted to Canvas and discussed in lecture. This course does not meet during finals week. The last day of regularly scheduled class is the final presentations for this course and no further meetings are required.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Schedule of Homework When Due</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>2</td>
<td>Week 2 Create Blog and Make Your First Post of Your Choice</td>
<td>5</td>
</tr>
<tr>
<td>9/7</td>
<td>3</td>
<td>Week 3 Blog Post: Kids Play</td>
<td>5</td>
</tr>
<tr>
<td>9/14</td>
<td>4</td>
<td>Week 4 Blog Post: Secret Numbers</td>
<td>5</td>
</tr>
<tr>
<td>9/21</td>
<td>5</td>
<td>Week 5 Blog Post: Principles and Elements of Design</td>
<td>5</td>
</tr>
<tr>
<td>9/28</td>
<td>6</td>
<td>Week 6 Blog Post: Who are you and why are you here?</td>
<td>5</td>
</tr>
<tr>
<td>10/5</td>
<td>7</td>
<td>Week 7 Blog Post: Technology and Humans</td>
<td>5</td>
</tr>
<tr>
<td>10/12</td>
<td>8</td>
<td>Week 8 Blog Post: Random Patterns (Midterm Presentations)</td>
<td>5, 10</td>
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<tr>
<td>10/19</td>
<td>9</td>
<td>Week 9 Blog Post: Doodles</td>
<td>5</td>
</tr>
<tr>
<td>10/26</td>
<td>10</td>
<td>Week 10 Blog Post: 50 “What If” Questions</td>
<td>5</td>
</tr>
<tr>
<td>11/2</td>
<td>11</td>
<td>Week 11 Blog Post: Bible Dipping</td>
<td>5</td>
</tr>
<tr>
<td>11/9</td>
<td>12</td>
<td>Week 12 Blog Post: The flavor of ___ sounds like...</td>
<td>5</td>
</tr>
<tr>
<td>11/16</td>
<td>13</td>
<td>Week 13 Blog Post: Media round robin</td>
<td>5</td>
</tr>
<tr>
<td>11/23</td>
<td>14</td>
<td>Week 14 Blog Post: Fear Factor</td>
<td>5</td>
</tr>
<tr>
<td>11/30</td>
<td>15</td>
<td>Week 15 Blog Post: Bliss</td>
<td>5</td>
</tr>
<tr>
<td>12/7</td>
<td>16</td>
<td>(Final Presentations)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points** 100
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

Attendance to lectures is required. It entails being present and attentive for the entire class period. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

Regular and punctual attendance is vital to the success of any class; therefore attendance to lecture is mandatory. The assignments and lectures in this class are cumulative and regular and punctual attendance is crucial to your success. I do understand that life happens and it may be impossible to attend every class, therefore, I will permit each student to miss 3 lectures, regardless of reason, without any disciplinary action. **Any content missed will be the responsibility of the student, and lectures or labs will not be repeated, other than what might be posted online for class and late work will not be accepted.**

*If a student misses 4 lectures for any reason, unless there are extenuating circumstances that have been discussed and arrangements have been made and approved by the instructors, the student will automatically fail the course.*

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

Deliverables:

*No files or homework will be accepted via e-mail for any reason. Late work will not be accepted. These policies will be strictly enforced.*

Work for this course will be handed in via Canvas in the Lab section for which you are enrolled. The lecture section is where readings and resources will be posted and where the instructor will contact you via email. General announcements for the course will be posted to the lecture section. Lab-specific announcements will be posted to lab sections. Midterms and finals will be posted to the lab sections since they will be introduced during lab times.

If you want feedback on an assignment or exercise and you missed the due date, make an appointment to see me in my office and I will critique your work. At least that way you will learn from what you did right and what you did wrong so you can apply that knowledge to the remaining assignments/exercises. My best advice is just to get everything in on time to avoid this problem.

Extenuating circumstances can be discussed on an individual basis, but the final decision is up to the instructor in all cases and proof of the extenuating circumstance(s) will be required, such as a doctor’s note, obituary notice, police report, or other substantial proof. Abuse of the system by previous students is the reason for this requirement... In the event of an extenuation circumstance, graduate assistants will defer to the course instructor's decision.
Check Canvas regularly (daily) for assignment details and messages in the event of an unforeseen change. Failure to do so is not an excuse for missing an important message or assignment. Redirecting your Canvas email to an email address you check daily is recommended, to avoid missing important information.

Any project handed in during this course may be eligible for inclusion on my website as an example of student work. Previous examples of student work can be seen by visiting my image galleries on Facebook. If you do not wish for your work to be displayed on my teaching portfolio or website, please let me know in writing and I will honor your wishes.

In the event that a student must miss an assignment it is the student’s responsibility to contact the course instructor to arrange for an explanation of the assignment during office hours.

Pop quizzes that are missed may not be made up.

Participation in discussion and critique is expected of all students. Critique is intended to be a place where we can explore the strengths and weaknesses of each other’s work. Any personal attacks or unsubstantiated criticism (or praise) of work will not be tolerated. Every project/assignment/exercise is subject to critique.

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/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd 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

Academic Misconduct:

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. 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.
   b. 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 advanced authorization from the instructor to whom the work is being submitted.

c. 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.

d. 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.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. 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.

h. 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. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. 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.

**OTHER POLICIES**

1. **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

2. **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. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. 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.

3. **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.

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, Tel. 317 274-3241). Visit http://aes.iupui.edu 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. **Emergency Preparedness:** Safety on campus is everyone’s responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. http://protect.iu.edu/emergency

**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.