

Indiana University School of Informatics and Computing
IUPUI
Media Arts and Science

NEWM N512– Trends in Media, Information and Communication

Section:

Class Meeting Time:

Instructor: Steve Mannheimer

Office Address: Walker Plaza, Room 308

Office Phone: 278-4913

Office Hours: Office hours are by appointment

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Course Description:

This seminar course challenges students to define their career paths through the ever-evolving world of media, information and communication technologies. Through class dialogue and independent research, students define and answer in writing their own fundamental questions about how their chosen career path will fulfill personal and societal goals.

Course Outcomes (Educational Objectives):

- **Comprehension:** Students will gain a broad understanding of the rapidly evolving landscape of media, information and technologies, and how these technologies are shaping nearly every aspect of contemporary economic, social and cultural life.
- **Analysis:** Students will learn the analytic and investigative skills needed for self-guided learning: to define a subject and compare and contrast its several sub-categories; to ask significant questions about that subject and its sub-categories; and to construct coherent and compelling answers to these questions through inductive analysis of quantitative and qualitative evidence.
- **Knowledge:** Through self-directed research of popular and scholarly resources, students will gain an historical understanding of how this evolution has impacted at least one professional, industrial, social or cultural institution or domain over a span of decades.
- Identify personal career sensibilities and goals and articulate how these fit within the evolution of a chosen professional, industrial, social or cultural domain.
- **Knowledge:** Students will become conversant with a broad range of quantitative and qualitative information resources (mainstream and scholarly) relevant to a chosen career path in a professional, industrial, social or cultural domain.
- **Synthesis:** Students will learn to categorize and explain define and critically analyze substantive questions about the meaning and potential of a chosen career path in at least one of these professional, industrial, social or cultural domains. As the semester progresses, students will redefine and rewrite these self-defined questions; and explain their thinking in verbal dialogue in class.
- **Evaluation:** Students will critically examine their own ideas as these evolve throughout the semester, and also critique and evaluate the ideas presented by other students, and presented in assigned readings.

Course Content:

The course will include the following subjects and knowledge resources:

- Historical reviews of the technical, economic and cultural evolution of various media, information and communication technologies. Students will define specific areas for their own individual exploration.
- An ongoing introduction to widespread or niche trends and markets in the contemporary application and impact of media, information and communication technologies. Students will define specific areas for their own individual exploration.
- An ongoing introduction to a wide range of mainstream popular knowledge resources, including newspapers such as the Wall Street Journal and The New York Times, as well as magazines such as Wired, Fast Company, MIT Technology Review, Adweek, Information Week, Gizmag, CNET News, Invention and Technology, Business 2.0, Inc. Magazine, Cyber, MESH, and others. Students will define specific areas for individual exploration within these resources.
- Student-written essays presented to the entire class for critique and analysis.
- Selected readings from scholarly monographs related to various theories of media, communication and information technology, including historical and contemporary works such as *The Language of New Media* (L. Manovich), *The Medium is the Message* (M. McLuhan), *Convergence Culture* (H. Jenkins), *The Social Life of Information* (J.S. Brown and P. Duguid), *Media and the American Mind* (D. Czitrom), and many others.

Recommended Texts:

Due to the nature of the course, there is no single required or recommended text. Instead, students are required to broadly survey available knowledge resources, and select sources most appropriate and valuable for their chosen direction of exploration. As stated above, students will be expected to seek out mainstream and scholarly publications, including Web-based resources, to expand their knowledge of their chosen fields of exploration.

Evaluation and Grading:

Evaluation and Grading will be based on two assignments and classroom participation.

Assignment #1: Each student will write and present in class a preliminary essay on three (3) questions that he/she believes are personally relevant to that student's chosen career field. Students are free to redefine these questions over the course of the semester. Indeed, it is expected these questions will necessarily evolve from the earlier drafts of these questions, which can often be superficial, to more in-depth and probing questions that arise as students develop more sophisticated understanding of their chosen field of exploration.

Assignment #2 - Final: Using the three (3) questions evolved from Assignment #1, each student will research and write a 5-10 page paper to answer each of the questions.

Each assignment, as well as classroom participation in critiques and analyses of each other's presentations, will be graded on original thinking, quality of research, and clear explanation of ideas and conceptual processes.

The final paper (#2) constitutes 60% (or 60 points out of 100) of the course grade. The first paper and classroom participation each contribute 20% (20 points of 100) to the course grade.

EVALUATION of Student Participation.

As noted above in the Evaluation and Grading section, students are required to present to the entire class their individual preliminary essays (also called the First Paper) addressing three questions which the student feels to be significant for his/her own career or professional development. This presentation will be done verbally, with visual support materials (e.g. PowerPoint) if the student chooses. Students will be expected to answer questions or respond to comments made by other students about their presentation – and generally to “define and defend” the direction and major concepts of their First Paper.

As outlined above, the evaluation of this First Paper presentation is worth 20% of the course grade. Students will be evaluated on both the content of the paper AND the classroom presentation of that paper. The policy of the professor is to “grade to strength.” This policy is in place to help students who may be better at verbally explaining their ideas than at writing them – or vice-versa. As such, a student with unpolished writing skills, or still half-formed ideas, may be able to at least partially compensate by delivering a very comprehensive verbal explanation of the ideas behind the First Paper. And, vice-versa, a very well-written First Paper may help partially compensate for a difficult verbal presentation. Students should strive for excellence in both the written and verbal presentation, and the professor will adopt a “grade-to-strength” sliding scale to evaluate the total value of the classroom presentation and defense of the First Paper. Generally, students should understand that the First Paper will NOT simply be read aloud, but will be distributed before class to all class members, and the verbal defense will proceed from the assumption that classmates will have already read the paper.

Students are also required to participate in class critiques and verbal analyses of each other’s presentations. This participation will take the form of well-explained questions, verbal insights, discussions and any form of contribution to help each other develop their individual essays. As outlined above, the evaluation of the verbal classroom participation is worth 20% of the course grade. Students are advised to come to class prepared to offer and explain their critiques of other students’ First Papers.

Students are ALSO required to participate in general classroom discussion of readings from outside sources, whether assigned before class or raised fresh in that evening’s class (whether through distributed copies or by web searches presented at that time). As stipulated, apart from each student’s presentation of his/her First Paper, the total verbal participation of the students in class critiques AND in general discussion of other outside readings are in combination worth 20% of the course grade. Students are advised that it is generally unfeasible for every student to comment on every question in every First Paper by every other student, or to comment in depth on every outside reading (the class is simply too large for such participation). The professor expects that at least three times in each semester,

each student will take the opportunity to offer in-depth analyses or comment about a theme raised in class, either through presentations of First Papers or general discussion of other themes raised in readings from external sources. It is difficult to quantify “in-depth” commentary, but the professor will note the level of student participation over the course of the semester. Students are strongly advised to cultivate an entrepreneurial posture toward advancing their ideas, and to take the opportunities to express their ideas when these arise, rather than waiting to be called upon to offer an opinion. However, students will be called upon for such opinions and should, as such, be attentive to classroom dialogue and prepared to respond.

Grading Scale:

Letter grade	Percentage/Points
A	90 – 100
B	80 – 89
F	79 – 0

Bibliography – Reading list:

Due to the nature of the course, there is no single required or recommended text. Instead, students are required to broadly survey available knowledge resources, and select sources most appropriate and valuable for their chosen direction of exploration.

Because of the every-evolving and dynamic nature of course topics, it may happen that the most significant or engaging analyses of any of the subjects are being disseminated during the span of the course. Further, because each student will define and analyze an individual direction for exploration, it becomes the student’s responsibility to also define a bibliography most relevant to that direction.

Office Hours: All office hours are by appointment. Students must schedule an office meeting via IUPUI email. Office meetings may be scheduled for any reason and are considered confidential. Whenever possible, student requests for meetings will be honored within 3 days, with meetings in the afternoon sometime between 1 p.m. to 4 p.m.

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

- **Teaching and Learning**
- **Research, Scholarship, and Creative Activity**
- **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.

Cheating and Plagiarism:

Policy on Academic Dishonesty/Integrity/Plagiarism:

"Using another student's or author's work on a project or assignment, cheating on a test or any other form of dishonesty will result in a grade of zero and possibly an "F" in this course and will be referred to the Dean of Students. All students should aspire to high standards of academic integrity. This class encourages cooperation and exchange of ideas."

All students are responsible for reading the Code of Student Rights, Responsibilities and Conduct of IUPUI. Included are policies regarding children in classes.

<http://www.iu.edu/~code/code/responsibilities/index.shtml>

Special Needs:

If you have a learning disability, or other special needs, please talk to me about it during the first week of the semester, either in person, by email or by phone. I want to work with you to help you succeed in this course. You will need official documentation from IUPUI. A good place to start is by contacting Adaptive Educational Services (AES). If you are not already an AES client, or if you want to find out if you qualify to be an AES Client, go to this web address: <http://aes.iupui.edu/apply.html>

Americans with Disabilities Act:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in Joseph T. Taylor Hall (UC), Room 100.

Values and Ethics:

Profanity/swearing, or derogatory comments about or towards any member or instructor in this class will not be tolerated. This is also true during online communication in Oncourse or any type of electronic communication (voice, video, or text) between all members of this class. These rules are also enforced with your communication with other classmates as part of the social network in solo work, team work, group discussion (forums) and blogging.

The ethical standards must be adhered to in all class assignments including web interactions and communications. Core values of collegiality, and respect for others and their ideas is core to the values of IUPUI and the academic community.

From the *Code of Student Rights, Responsibilities and Conduct*:

“A student must not violate course rules as contained in a course syllabus, which are rationally related to the content of the course or to the enhancement of the learning process in the course.”

[Code of Student Rights, Responsibilities, and Conduct, page 29]

Administrative Withdrawal: *A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with your instructor if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets once per week; thus if you miss more than two classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.*