



Mondays | 6:00-9:15pm
142 [McGaw Hall](#)
Course wiki:
<http://nms501x2009.pbworks.com/>

Shaun Slattery

sslatte1@depaul.edu

AIM: sslatte1

office phone:  773-325-2064

office: McGaw 214

office hours: M 3-5pm and by appointment (email, AIM, or call to schedule a meeting)

<http://condor.depaul.edu/~sslatte1/>

Course Overview & Goals

This course is an introduction to the intellectual/scholarly field that has come to be called new media studies. In this course we will explore the traditions of media theory. This course will also introduce you to NMS contributing departments and programs. Thus, the course should function as a "gateway" to the rest of the core and your electives. The course will also ask you to begin investigating your professional goals and identifying what you can do in the program, at DePaul, and in Chicago to achieve them. Achieving these goals will depend primarily on your level of engagement with the assigned reading and the degree of time you spend with your own research. Secondary goals should be to become acquainted with the disciplines that contribute to NMS at DePaul, and to gain an introductory awareness of some of the technologies used to create new media.

Course Materials

- **A jump drive** ([like this one](#), 1GB should be more than sufficient)
- **DePaul web account** – You've already got it, but you'll need to set it up to publish web pages. Directions at: <http://is.depaul.edu/communication/web/personal_students.asp>
- **Online accounts:** You will need to set up the following online accounts
 - PB Works wiki account (invitation emailed to you before start of class)
 - As part of your Team Project, you will likely need to create accounts with online services to examine and produce new media work
 - As part of your Writing New Media project, you might need accounts for blogging <e.g. <http://www.blogger.com/>>, microblogging <e.g. <http://twitter.com/>>, and/or social networking <e.g. <http://www.facebook.com/>> It can be eye-opening to try more than one of each type to see what differs across implementations.

We will make extensive use of the course wiki <<http://nms501x2009.pbworks.com/>>. Assigned readings and all other course materials will be available from this site. Because of this, regular access to the Internet and campus computer labs is necessary.

Readings

This course will turn on our required reading—our reading will determine the nature of our in-class discussion and writing assignments. You will spend most of the time you devote to this course in reading, and then writing and talking about what you have read. You should expect to “struggle” with the reading to varying degrees, but don't despair. You're encountering a professional discourse that may not become “comfortable” to you in a few short weeks; rest assured I'm keeping that in mind.

Photocopied readings will be distributed via .pdf files available from our class wiki. You should print these files, annotate them for discussion and reference, and bring them to class with you.

Selections from:

- Bush, Vannevar. *As We May Think*. The Atlantic. July, 1945.
- Bolter, Jay & Richard Grusin. *Remediation: Understanding New Media*. Cambridge, MA: MIT Press, 1999.
- Campbell, Scott. Giving up my iPod for a Walkman. BBC News Magazine. 29 June 2009.
- Feenberg, Andrew. *Critical Theory of Technology*. New York: OUP, 1991.
- McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Cambridge, MA: MIT Press, 1964.
- Neale, Larry & Russell-Bennett, Rebekah. What value do users derive from social networking applications? *First Monday*, Volume 14, Number 9. 7 September 2009.
- Norman, Donald. *The Design of Everyday Things*. New York: Basic Books, 1988.
- Kress, Gunther, and Theo Van Leeuwen. *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold, 2001.
- Turnley, Melinda. *Towards a Mediological Method: A Framework for Critically Engaging Dimensions of a Medium*. Under review for 2009.

Assignment Overview

Blogged Journal (20%)

You will create blog posts for several informal assignments, including written responses to all readings, reflective analyses of new media work, and even some work you might create yourself. Blog posts will be graded as homework and criteria for successful posts will be explained for each post type.

Exercises (20%)

You will analyze media and technologies and create media artifacts. These will be graded as homework and criteria for success will be explained for each exercise.

Reports (10% each)

Book Report: Summarize and comment on a trade book related to our field, examples:

- [*Here Comes Everybody: The Power of Organizing Without Organizations*](#)
- [*Convergence Culture: Where Old and New Media Collide*](#)
- [*The Whuffie Factor: Using the Power of Social Networks to Build Your Business*](#)
- [*Twitter Tips, Tricks, and Tweets*](#)

Pew Internet Report: Summarize and comment on an article from the Pew Internet & American Life Project <<http://www.pewinternet.org/>>

Team Project (20%)

You will examine a new media type with 1-3 peers. Teams will examine different versions of the medium, examples of work in the medium, and practices for writing in the medium. Teams will also produce work for the medium and instructions for fellow students for participating in the medium. The final deliverable will be a web-article documenting this work.

Sample Project Topics

blogging (blogger, Textual Coordination , tumblelogs)	social networking (MySpace , Facebook)
microblogging (Twitter , Plurk , Pownce)	flash animation (Homestar Runner , newgrounds.com/)
wikis (Wikipedia , Homestar Runner Wiki)	media sharing (Flickr , YouTube , social bookmarking like del.icio.us)
podcasting (Daily Source Code , Grammar Girl , Chicago Bites)	machinima (machinima.com)
videoblogging (aka: vlogging, video podcasting) (Ze Frank , Rocketboom)	Or propose another!

Team Project Presentation (10%)

Toward the end of the quarter, each team will, in 10-15 minutes, present the results of its investigation, sharing

with the class the lessons you learned about the medium, what it is, how it works, how it is “written”, what activity is enabled and constrained, as well as instructions for participating in the medium and examples of work produced for it.

Participation (10%)

My hope is for an interesting, dynamic class devoted to critical thinking, lively discussion, and active engagement in course projects. Your frequent, thoughtful participation will be a necessary component of making this class work.

Course Policies

My course policies are based upon professional courtesy – treating me and one another as professionals in the workplace. Remember, we are all each other’s professional network.

Attendance & Participation Policy

As a graduate class, your regular attendance, contribution to discussions, and attentive participation in in-class activities will directly contribute to the value of the course for you and your peers. Likewise, I understand that we are adults with multiple responsibilities and must prioritize accordingly. However, more than two missed classes is the same as missing >20% of our meeting time and will be grounds for failure. If you know you will miss a class, please extend me the professional courtesy of emailing me ahead of time and indicate how you will make up the work. Note that your participation and in-class activities comprise a significant portion of your final grade (10%).

This course will function as a seminar. An academic seminar is a text-driven meeting during which participants—professor and students—inform and debate each other’s understanding of assigned texts, and related issues, and share course-related work developed independently. The professor’s role in a seminar is to identify appropriate points of inquiry (readings, assignments, etc.), act as a co-participant in the proceedings of the course, and evaluate students’ work as a representative of the university. A seminar professor “lectures” very little; he or she may encourage you to accept a given interpretation or set of facts, but will present his or her position as one that is both situated (dependent on a particular complex of knowledge, training, and experience) and contingent (open to change). Think of your professor as an intensely interested participant in these ongoing debates—one who wants you to share that interest—not as the objective arbiter of right and wrong or as the master of all knowledge in a disciplinary area.

The student’s role in a seminar is that of active learner rather than passive receiver. The seminar approach emphasizes reading and interpretation. Your primary objective should be to come to a clear understanding of the “conventional interpretation” of each assigned text—what “most people” would agree is “being said.” Put the critic in you on hold; interpret each text first as “a believer.” Your secondary goal should be to make connections among the texts we read in any way you can—comparison, contrast, antithesis and/or, ideally, synthesis. Texts “make sense” in relation to other texts, not in isolation. Third, read through these texts as if they were lenses trained on your life—ask what they have to say about the state of the world around you. Only finally should you worry about an argumentative or critical response. Students are asked to engage the course material as thoughtful, graduate-level readers, and cooperate with each other—toward mutual understanding or respectful disagreement. A graduate-level seminar, therefore, places more responsibility for learning on the student than a conventional lecture-based course. Please consider the assigned readings as points of debate that demand your careful analysis and response rather than fixed knowledge demanding memorization and recitation.

Finally, please note that although much of your critical understanding of new media will come from reading conventional alphabetic texts, your understanding should become realized by working with these ideas in new media contexts. I very strongly encourage you to participate in class by coming to class with examples, drawn from the web and other sources, that demonstrate your understanding of the reading. Think of this as graduate-level “show and tell.”

Working Online

This course will ask you to participate publicly on the Internet. For your future professional viability, please behave professionally online and protect your identity. We will also be studying online forums that may contain

questionable content.

Assignment Policies

Because we will often work collaboratively, having work ready to submit and discuss on time will be very important. On the day an assignment is due, please upload your file to Blackboard's Digital Drop Box. Because we will often discuss assignments you submit, make a version available to view in class to facilitate discussion. I will respond to work with comments via email, either summative or by inserting commentary in the document and returning it to you.

Grading

Minor homework and in-class assignments will be evaluated holistically on a 4-point scale: check plus, check, check minus, or 0. Graded assignments will be evaluated based upon clearly-stated criteria.

Academic Integrity

DePaul's [Academic Integrity Policy](#) defines your responsibilities as a student. Of particular concern in any NMS course are issues of copyright and plagiarism. We will discuss appropriate use of protected material as well as copyrights for your own work. However, documented cases of intentional plagiarism -- the overt misrepresentation of another's work as your own -- will be grounds for failure of the course.

Learning Disabilities

Students with a documented learning disability should notify me so I may make academic accommodations.

Completing the Course

This course is structured to enable successful completion of assignments in the time allotted. I will not consider issuing an "Incomplete" for this class except in the most extreme circumstances.

Schedule

#	Date	Subject	Due
01	Sept 14	course intro what are (new) media?	nil
02	Sept 21	thinking thru media	<p>create online accounts, post ranking of Team topics</p> <p>blog reading response:</p> <ul style="list-style-type: none"> • Turnley, Melinda. Towards a Mediological Method: A Framework for Critically Engaging Dimensions of a Medium. Under review for 2009. [Read full article, but focus on Dimensions section and Table] • Bush, Vannevar. As We May Think. The Atlantic. July, 1945. <http://www.theatlantic.com/doc/194507/bush> • Campbell, Scott. Giving up my iPod for a Walkman. BBC News Magazine. 29 June 2009. <http://news.bbc.co.uk/2/hi/uk_news/magazine/8117619.stm> • "The Machine is Us/ing Us" <http://www.youtube.com/watch?v=NLIgopyXT_g>
03	Sept 28	media theory 1.0	<p>blog reading response: Marshall McLuhan, Understanding Media, The Extensions of Man</p> <ul style="list-style-type: none"> • Todd Kappelman's Overview: "Marshall McLuhan: 'The Medium is the Message' <http://www.leaderu.com/orgs/probe/docs/mcluhan.html> • Selections from Marshall McLuhan's <i>Understanding Media, The Extensions of Man</i> [Read: Introduction (p. 3-6); Ch 1: The Medium Is the Message (p.7-21); Ch 2: Media Hot & Cold, ONLY p.22-24] • Cana, Mentor. 2003. "Critique of McLuhan's Technological determinism viewpoint or lack of one thereof." <http://www.kmentor.com/socio-tech-info/2003/10/critique-of-mcluhans-technolog.html>
04	Oct 5	no class, Shaun @ SIGDOC	read for and blog your book and Pew Internet reports

05	Oct 12	media theory 2.0	<p>Monday blogged professional investigation: Read "Hey Unemployed Media Professionals! Read This Post Before You Apply For An Online Media Job!" and reflect on your study of job ads and skills required</p> <p>blog reading response:</p> <ul style="list-style-type: none"> • Bolter & Grusin, <i>Remediation</i>, Introduction & Chapter 1 • Kress & Leeuwen, <i>Multimodal Discourse</i>, Introduction • Manovich, <i>The Language of New Media</i>, selections <http://www.manovich.net/LNM/Manovich.pdf>
06	Oct 19	new media: social	<p>Monday blogged professional investigation: academic disciplines, courses, & technology training</p> <p>To help understand the academic disciplines which inform the NMS program, examine the following DePaul websites noting programs, faculty areas of specialization, etc.:</p> <ul style="list-style-type: none"> • Department of Writing, Rhetoric, & Discourse, http://condor.depaul.edu/~wrd/ • Department of Art & Art History, http://condor.depaul.edu/~art/ • College of Communication site, http://communication.depaul.edu/ • CDM's graduate programs <http://www.cdm.depaul.edu/academics/Pages/MastersDegrees.aspx>, particularly HCI <http://www.cdm.depaul.edu/academics/Pages/MSinHuman-ComputerInteraction.asp> <p>blog reading response:</p> <ul style="list-style-type: none"> • Neale, Larry & Russell-Bennett, Rebekah. What value do users derive from social networking applications? <i>First Monday</i>, Volume 14, Number 9. 7 September 2009 <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2506/2278> • Madden, Mary; Fox, Susanna; Smith, Aaron; & Vitak, Jessica. Digital Footprints, Report: Identity, Search, Social Networking. Dec 16, 2007 <http://www.pewinternet.org/Reports/2007/Digital-Footprints.aspx> • "Social Media Revolution" <http://www.youtube.com/watch?v=twwURpa52ho>
07	Oct 26	design and possibility	<p>professional goal statement with plan of skills, courses, technology training</p>

			<p>blog reading response:</p> <ul style="list-style-type: none"> • Norman, <i>Design of Everyday Things</i>, selections • Feenberg, selections
08	Nov 2	in-class work	studio time for working on Team Projects
09	Nov 9	revising Team Projects	<p>writing New Media projects and blog posts due</p> <p>Team Project drafts due: studio time for working on Team Projects, I'll be responding to drafts in person</p>
10	Nov 16	last day wrapup, course evaluations	Team Project Presentations
	exam period	no class meeting	final Team Projects due