

University of Washington
Masters of Communication in Digital Media
Autumn 2006

COM 546:

Evolution and Trends in Digital Media and Technologies

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Classroom: COM 302
Time: Tuesdays, 6 p.m. to 10 p.m.
3 October - 5 December

1. Course Overview

This course is an entry point into the Department of Communication's Master of Communication in Digital Media program, for those who want to specialize and do research in this growing field. The course focuses on the past, present, and future of digital media, in contrast to traditional media outlets studied in most communication programs. However, we will examine the connections between new technology, traditional media content, economics, social and individual influences, and communications theory. In short, we will explore what may be truly new and revolutionary about digital media, and what may be a continuation of traditional technology, content, and audience uses. We will also examine information and telecommunications technologies that play a significant role shaping the modern society. These include the Internet, broadband communications systems, cellular telephony, wireless networking, and digital, cable, and satellite TV.

While we will examine these topics from a traditional "Who said What to Whom through What Channel with what Effect" model of mediated communication, we will also move beyond this tradition "transmission approach" to explore a "ritual approach" to digital media and examine how the technology itself shapes our concepts and mythologies about self, culture and group membership.

Learning Outcomes

- Acquire an understanding of the historical context, current trends and future projections of digital communication methods
- Explore how digital media differ from traditional media, both technically and in their social influence
- Explore how digital media influence how communities and individuals relate and behave online
- Investigate the application of digital technology and how these applications may affect democratic societies
- Develop an awareness of the unintended consequences of new media technology

Course Requirements

Required readings include book chapters and articles from scholarly journals, trade magazines, and popular publications. Assigned readings will be available on-line through the library eReserve system. In addition, topical readings on-line and in print may be assigned when appropriate.

2. Course Structure and Teaching Strategies

Teaching methods for this course will include lectures, video demonstrations, student presentations, guest lecturers, reading, and writing assignments. The course instructor will coordinate all class material, keep in close touch with each student in order to assess and meet individual needs, and evaluate all course assignments. Material is available on the class web site:
<http://courses.washington.edu/com546/2006/>

Many classes will feature a guest lecturer who is a leading professional or scholar in interactive digital media. Class discussions are also a key element of the course, and students are encouraged to ask questions, offer their own observations, and share their own experiences with new technology.

Instructor's Educational Philosophy

My goal is to provide a stimulating environment for learning. Course material includes both theory and application, with an emphasis on application to real world problems and situations. Written and oral reports are required because these skills are needed in the work environment in general, and in web development, management, and consulting in particular. Students are required to comment and collaborate as these are practical skills; the means used demonstrates theories discussed in class.

3. Evaluation

Three papers are required in this course. Grades are determined as follows:

- 70%, three papers plus draft proposal and annotated bibliography
- 25%, class participation
- 5%, final presentation

A. Papers

Each student will choose an industry, issue, or technology and write an abstract/proposal and two interconnected papers. All three will be turned in electronically via eSubmit.

- o Proposal/Project Abstract - draft due 12 October, final due 26 October at 10 pm (draft grade is "did/did not submit")
- o Historical Review - paper analyzing the history of an industry/issue/technology - due 16 November @ 6 pm
- o Present/Future - paper analyzing the current status and projecting the future - due 12 December @ 6 pm
- o Annotated Bibliography - due 12 December @ 6 pm

As this is a very broad paper topic, it will be up to each student (with help from the instructor and peers) to develop a specific, appropriate, and innovative focus to each paper. For instance, you may want to choose three case studies that

represent past, present and future issues of a particular industry; examine a particular ethical or legal issue; or conduct a practical review of a specific technology.

Requirements:

Combined, the three papers must include at least 12 citations from scholarly books or journals. In addition, students should use citations or examples from popular media, news media, or corporate media, as well as personal interviews with media professionals or users.

Each paper should be approximately 10 to 12 pages in length and will be evaluated on quality of analysis, original thought, focus, and clarity of presentation. All work must be original, except for material from clearly attributed sources. A bibliography and footnotes or endnotes will be required for each paper.

Your analysis in each paper should explain and apply at least one theoretical model discussed in the course. For instance, is Uses and Gratifications a good way to examine issues connected to the topic you've chosen? Medium Theory? Diffusion of Innovation?

Each of the three papers must be submitted via eSubmit as a Word document and ideally will be created using Word's outline format. Papers must include endnotes or footnotes. Please use APA style, unless you are very familiar with another style. If so, please advise of the style type with the proposal. Papers must be completed on time.

1. Proposal/Project Abstract (draft due Thursday 12 October, final due Thursday 26 October; 10 pm)

The proposal should include the industry/issue/technology to be studied, the focus of the study, a clear and complete explanation of goals, and possible sources and citations for each of the linked papers.

Students will use the Peer Review tool to help one another focus the proposals. Students will be assigned to small groups (at random) and expected to provide feedback on all small group member proposals. The sooner you draft a proposal, the sooner you allow feedback!

- State the research area you have selected. (1-2 sentences - preliminary statement is the draft submitted via Peer Review, a Catalyst tool)
- Explain why this is an important topic to research.
- Explain how you visualize breaking your topic into three timelines (past-present-future).
- Explain what theories you expect to use to support your claims.
- Provide an **annotated** list of at least five scholarly resources related to your topic. Each resource should be from a unique source. Remember that the final project must have 12 scholarly citations as well as those from reputable media. Provide proper citation and include the type of information provided, including key arguments.

The following suggestions outline one approach to each paper; recognize that some specific topics may not be relevant to your focus, and you may want to include information and issues that aren't explicitly mentioned here. It's important to keep in touch with me if you have any questions about your paper and the direction you are heading.

2. The Past (due Thursday 16 November @ 10pm)

Begin this paper with a clear statement of the industry you are studying, your reasons for studying it, your focus, and your goals for all three papers, then specifically introduce your approach to the past of this industry. Next, provide an overview of the technological, cultural, and economic history of this industry, keeping in mind your focus. What historic events, social and economic trends, and technological developments are important to the development of this industry? You may also want to explore cultural context. Is this industry based in the West? Specifically in the U.S.? Has the technology historically been used in a particular geographic area or by a particular group of people? Has the cultural context of the industry changed over time?

Keep in mind that you cannot cover the entire history of the industry. You will need to choose which events and trends are most important and decide how far back in time to go.

Finally, briefly summarize the main points of your paper and introduce the main ideas and goals you plan for the next paper. Be sure to clearly cite your sources. Use information from scholarly books, journal articles, and if appropriate, popular media. You may also want to talk to veteran industry professionals who have seen changes first hand.

3. The Present and Future (due Tuesday 5 December @ 6pm)

It is important to stay focused! Introduce your main points and goals. Next, develop these by describing and analyzing the current state of the industry (or at least the parts of the industry relevant to your focus).

Include, as always, connections to historic, social, cultural, and economic contexts. What is the industry's primary source of revenue? Describe content, distribution, and consumption. Are there particular legal or ethical issues faced by the industry today? If so, what are they? What audiences are targeted by this industry? Is the Digital Divide an issue, and if so, why? While you should use scholarly and trade publications as sources, you might also talk to industry professionals (and, if appropriate, clients or users).

The future portion of this paper will be the most analytical of the three timelines. Again, you should use outside sources to bolster your analysis, but you will need to use your own knowledge of the topic to express and substantiate your opinion/viewpoint as you hypothesize about future directions/implications.

What is likely to happen to the industry economically? Will audiences or sources of revenue change? If so, why? If not, why not? Will the technology itself change? How? What is this industry or technology likely to look like in five or ten years? What sort of business, legal, or ethical decisions are industry professionals likely to face? What broader social and economic forces will shape the future of this industry/technology?

Use a similar format as in the previous two papers: Introduction, observations and analysis, conclusions.

Annotated Bibliography (due 12 December @ 6pm)

In addition, you should submit a separate, annotated bibliography that consolidates your sources from all three papers. The reference list/bibliography included with each stand-alone paper should NOT be annotated.

II. Class Participation, 25%

These points will be based both on participation in the classroom and electronically. Occasionally, the instructor may pose a question or problem to the class and offer participation points for electronic discussion. Students may also suggest questions for class discussion and receive participation credit. Time will be set aside for students to discuss their own professional media experience, and (if appropriate) show examples of their work.

Proposals:

Providing feedback on other class member proposals is part of the participation grade. You must provide positive and constructive feedback to the members of your small group. We will use the Catalyst Peer Review tool, which will establish the small group members randomly.

Reading Assignments:

Students are asked to summarize readings to help gain cognitive understanding of material as well as to hone analytical skills. Weekly assignments are not graded, except for completeness. Each week, students are to write a short (two-four paragraph) review of assigned readings and post those comments to the class blog. Students are encouraged to read and comment on the posts of fellow classmates. Students are required to comment on peer member posts at least three times during the quarter; students must send an e-mail to the instructor no later than 5 December detailing these three comments.

The reading assignment review begins with the readings for Week 2 and are due prior to the start of that week's class; they end at Week 8.

Discussion Leaders:

Throughout the course, students will also read material that they will then summarize before leading an in-class discussion. Summaries will be posted to student blogs as well as a class wiki.

Guest Speakers:

Each peer group will be assigned to a guest speaker and charged with developing discussion questions for that class.

Presentation Evaluation:

Students will evaluate one another's presentations, using a scoring sheet provided by the instructor. This, too, is part of the class participation score.

General Class Participation:

Prompt, courteous, involved; regular attendance.

III. Class Presentation: 5%

The final portion of the term project is a formal presentation. Each student will present a concise (10 minutes) summary of their term project, highlighting the most relevant and intriguing findings. You may wish to supplement your summary with audio-visual material, such as Powerpoint slides or sound/video clips. The presentation will be evaluated based upon presentation style, engaging content, organization, and creativity.

There is no midterm or final exam.

4. Schedule and Readings

The class meets weekly on Tuesday from 6 p.m. until 10 p.m., and the scheduled is posted on the class web site; net access is essential. Readings are from the text or are available online.

Required text:

- Brian Winston, *Media Technology and Society - A History: From the Telegraph to the Internet*
- Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century*, 2nd edition
- Dan Gillmor, *We the Media* (eBook available online, free)

Recommended texts:

- Strunk and White, *The Elements of Style*
- Lynn Truss, *Eats, Shoots & Leaves*
- Kate L. Turabian: *A Manual for Writers*
- University of Chicago Staff, *Chicago Manual of Style*

5. Course Policies

Absences

You are responsible for all assigned readings and materials presented in class lectures. You should be aware that missing class could adversely affect your performance on assignments. It is your responsibility to obtain all materials missed and complete all assignments, even if you missed the class where the assignment was made.

Assignments

All assignments are due when noted. Late submissions will not be accepted, except with advance notice of extenuating circumstances (sudden illness, death in the family, and so forth).

Academic Dishonesty

Plagiarism and cheating are serious offenses and are not tolerated by the University. For more information, please refer to the University's Academic Dishonesty policy.

Courteous Discourse

Whether in class or online, students are expected to conduct themselves with professional courtesy and decorum. Please make constructive comments; flames and insults are not acceptable. Disagree with the idea, not the person!

20 September 2006

Guide to Discussions

Small group discussion is one form of active learning, which rests on two assumptions: learning is an active (not passive) endeavor and people learn in different ways. It draws on personal experience, “real life” learning. Small group discussion is also less formal and models the workplace environment.

Goals for discussion in this course include:

- Work in small groups to explore the ideas and concepts embodied in course readings
 - Reflect on individual learning
 - Gain different points of view
 - Learn by teaching others
- Learn about peer interests and goals for in- and post-course networking

Groups work best when we know one another’s names and a bit of background. Reintroduce yourselves the first week or two or when you are in a “new” group.

Decide how your group will proceed with each assignment – in other words, discuss the process.

There are many roles to be played in small groups, and most are shared roles:

- Devil’s Advocate/Skeptic – looks for logical flaws in argument or takes an opposing view for the sake of full discussion
- Gatekeeper – ensures that each member of the group provides input (has a voice in the discussion)
- Initiator – suggests new ideas
- Recorder – maintains the record; may be “minutes” format or highlights of consensus points
- Reporter – the person who shares results with the entire class
- Summarizer – the person who summarizes points of a discussion, including consensus and dissent
- Time-Keeper – the person who keeps an eye on the clock

Qualities that enhance discussion (inside the classroom, outside the classroom – face to face or electronically)

- Be courteous
- Actively read and question the assigned readings
- Build your ideas on what others say
- Question opinions but show respect for opinions that differ from your own
- Be credible: provide evidence for your claims
- Be responsible: stay on topic
- Listen actively
- Speak clearly and loudly enough to be heard by all
- Strive for understanding

A Guide to Writing Papers for This Class

- Goals
- Process
- Evaluation
- Models

Goals to be achieved by with the research papers:

- gain more knowledge about a particular field that interests you
- report on research findings
- synthesize different positions and evaluate which position has the greatest internal consistency
- extrapolate from ideas developed in readings and in class to suggest what might happen in the future or how a past event might have changed had economic conditions differed
- develop support for your own position
- apply an intellectual framework to a new problem
- use theoretical criteria discussed in class in an analytical framework

Suggested process:

- brainstorming ideas
- identifying source materials
- refining the topic
- drafting
- revising
- refining introduction, conclusion

Proposal – Content Outline:

- State the research area you have selected. (1-2 sentences – preliminary statement is a draft submitted via Peer Review, a Catalyst tool)
- Explain why this is an important topic to research.
- Explain how you visualize breaking your topic into three timelines (past-present-future).
- Explain what theories you expect to use to support your claims.
- Provide an **annotated** list of at least five scholarly resources related to your topic. Each resource should be from a unique source. Remember that the final project must have 12 scholarly citations as well as those from reputable media. Provide proper citation and include the type of information provided, including key arguments.

Research Papers - Evaluation

Grade	Criteria
4.0	<p>Exceptional work. Student employs a creative and comprehensive exploration of the research area and its societal impacts; offers cogent arguments and well thought out explanations supported by evidence; synthesizes scholarly material; explains “why” as well as “how” and “what.” Thoughtful and very clear. Citations have no significant errors and are scholarly in nature.</p> <p>Organization: Organization enhances the paper; the introduction invites the reader to begin. The paper is well-focused and has interesting thesis; there is a smooth transition among all elements (sentences, paragraphs, ideas). The conclusion goes beyond restating the obvious. The writing style is engaging and the paper has no significant grammatical or spelling errors.</p>
3.5	<p>Outstanding work. Student employs a creative exploration of the research area and its societal impacts but it could be more comprehensive; offers relatively good arguments and explanations; synthesizes scholarly material; explains “why” as well as “how” or “what.” Thoughtful and fairly clear. Citations have minor errors and are mostly scholarly in nature.</p> <p>Organization: This paper has a useful introduction and a focused thesis. Its unified and coherent paragraphs support the thesis; transitions are smooth. The conclusion is competent. The writing style is clear and the paper has no significant grammatical or spelling errors.</p>
3.0	<p>Average work. Student exploration of the research area and societal impacts is average; arguments and explanations are average with some evidence; little synthesis of scholarly material; explains “how” or “what.” Citations have minor errors and are mostly scholarly in nature.</p> <p>Organization: This paper has a general introduction and vague thesis; has some incoherent paragraphs that attempt to support the thesis. It does not have smooth transitions, and the conclusion is vague. The writing style is unclear and the paper has grammatical or spelling errors.</p>
2.5	<p>Below average work. Student exploration of the research area and societal impacts is average; arguments and explanations are unconvincing and unsupported by evidence; little synthesis of scholarly material; explains “how” or “what.” Citations have major errors and are mostly popular in nature.</p> <p>Organization: Overall organization is inconsistent. This paper has a general introduction and vague thesis; has incoherent paragraphs that bear little relevance to the thesis. It is missing transitions; choppy. The conclusion is inadequate. The writing style is unclear and the paper has significant grammatical or spelling errors.</p>
2.0	<p>Fair work. Student exploration of the research area and societal impacts is below average; arguments and explanations are unconvincing; little synthesis of scholarly material. Citations have major errors and are mostly popular in nature.</p> <p>Organization: The paper has no clear structure. There is no introduction or no thesis; incoherent paragraphs make the paper difficult to read. It is missing transitions and the conclusion is inadequate or non-existent. There are significant grammatical or spelling errors.</p>
1.5	<p>Failure. Student exploration of the research area and societal impacts is below average; arguments and explanations are unconvincing; no synthesis of scholarly material, merely summaries. No overall coherence. Citations have major errors and are mostly popular in nature or non-existent.</p> <p>Organization: The paper lacks coherence. It has no introduction or thesis, no transitions, no clear introduction-middle-conclusion. The writing style is unreadable, and the paper has significant grammatical or spelling errors.</p>