ENGL 293 Introduction to Digital Media Studies
F17 syllabus
PAS 1241 2:30-3:50pm
Class Google Drive: http://bit.ly/2xTOeNL
https://drive.google.com/drive/folders/0BwXlZ5NRgMXkQ3FWZUo3aFN4OF?usp=sharing

Professor Beth Coleman
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Office hours Wednesdays 11-2pm and by appointment, HH 131

Introduction to Digital Media Studies: Media, Networks, and Data
This course looks at the theory, history, and practices of information communication technologies (ICTs) to understand how one constructs an analysis of and critical objects for a network society. At the core of this course is the subject of data & society, where we look at emergent issues of big data, smart objects such as Internet of Things design, and critical points of discourse within this new terrain of networked information. If we have entered a network society, then the question of how information is produced and circulated in the form of massive amounts of data (big data) is an important research question in regard to how we shape our technological and cultural futures. These are futures that span civil rights and surveillance, but also the everyday experience of engaging with the places in which we live. The course is divided into two modules. Module one addresses theories and case studies of a network society. Module two looks at formulations of pervasive mediation and ubiquitous computing. Students are responsible for 3 response papers, participation in course workshops, and a group final project at the end of term. All reading assignments are to be completed for the day they are listed. Written assignments are due by noon Mondays.

Course requirements: attendance is mandatory. Students are allowed one unexcused absence during the course term. For any absence beyond that, please email Professor Coleman. The course is made up of reading, media materials, discussion, and short and long form writing assignments. No use of computers in class outside of workshop and group projects. Bring a notebook and pen. Attendance and participation are key to success in the course. If you anticipate any issues or have need of accommodations, please speak to Professor Coleman.

Grading:
30% 3 reading response papers
20% class participation (attendance, discussion, workshops, etc.)
30% final project (group)
20% mid-term project proposal (group)

Academic standards: students are expected to produce high quality, original work and master the materials on the syllabus. If you have any questions about research procedures, issues of plagiarism, or other matters in producing original, critical content, please address them with Professor Coleman. Late submission of work policy: half a grade off first day late and each subsequent day. No work will be accepted beyond 7 days late without prior permission of instructor.

Assignments
Due Mondays at noon (12pm); All assignments must be posted to the appropriate folder on the ENGL 293 Google Drive: http://bit.ly/2xTOeNL
Class Calendar

Module One Networks

Week 1
Sept 11 course intro: rise of the network society
Sept 13 design solutions/world building #1

folder: Week 1 Castells Networks

Week 2 network theory
Sept 18 Benkler Wealth Of Networks lecture
Reading response A
Sept 20 working group selection (individual project pitches)

folder: Week 2 Benkler Networks
Chapter 3 “Peer Production and Sharing: The Networked Information Economy” p.59-90

Week 3 Participatory Culture
Sept 25 Jenkins Participatory Culture
Reading response B
Sept 27 workshop projects (peer review)

folder: Week 3 Jenkins Participatory Culture

Week 4 Hello Avatar
Oct 2 Coleman Hello Avatar
Reading response C
Oct 4 workshop: immersive design

folder: Week 4 Coleman Hello Avatar

Week 5 thanksgiving
Oct 9 thanksgiving no class
Oct 11 study days no class

Week 6
Oct 16 boyd It's Complicated
mid-term proposals due No RR
Oct 18 project workshop (groups)

folder: Week 6 boyd it's complicated

Module Two Data & Society

Week 7
Oct 23 Nissenbaum, contextual integrity
Reading response A
Oct 25 project workshop (peer review)

folder: Week 7 Nissenbaum Contextual Integrity

Week 8
Oct 30 Cline Ready Player One
reading response B
Nov 1 world building #2

folder: Week 8 Ready Player One

Week 9
Nov 6 Nakamura, “Don’t Hate the Player, Hate the Game: The Racialization of Labor in World of Warcraft”

Reading response C
Nov 8 project workshop (groups)

folder: Week 9 Nakamura Don’t Hate

Week 10
Nov 13 Latour, “Third Source of Uncertainty: Objects too Have Agency”

Reading response A
Nov 15 project workshop (groups)

folder: Week 10 Latour Objects

Week 11
Nov 20 Big Data
Kitchin, Big Data, New Epistemologies and Paradigm Shifts
Pentland, Reinventing Society in the Wake of Big Data
Quercia, The Shortest Path to Happiness: Recommending Beautiful, Quiet, and Happy Routes in the City

Reading response B
Nov 22 project workshop (groups)

folder: Week 11 Big Data

Week 12 Understanding Media: summary
Nov 27 McLuhan Understanding Media

Reading response C
Nov 29 presentation workshop

folder: Week 12 McLuhan Understanding Media

Week 13
Dec 4 presentations 4 groups 15 minutes
Dec 6 presentations 4 groups 15 minutes

Final projects submitted to 293 Google drive December 11 at noon
<table>
<thead>
<tr>
<th>Concept / Argument</th>
<th>Theory / Research</th>
<th>Organization / Media Selection</th>
<th>Diction / Mechanics</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept is clearly stated and intelligently argued. Theoretical sources are well selected to support the applied aspect of the project.</td>
<td>Demonstrates nuanced understanding and application of theory. Effectively incorporates relevant outside research (3+ sources) within an appropriate theoretical framework.</td>
<td>Media selection and program for execution are structured to maximize the flow of ideas. Critical analysis directly informs media choice and proposed execution of project.</td>
<td>Writing is nearly error-free in terms of syntax and grammar. Distinctive word choice that enhances argument. MLA formatting is respected.</td>
<td>90+</td>
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<tr>
<td>Concept is clearly stated and well argued, but slightly too broad. Theoretical sources are well selected to support the applied aspect of the project.</td>
<td>Demonstrates good understating of theory. Effectively incorporates relevant outside research (3+ sources).</td>
<td>Media selection and program for execution are effective in creating a conceptual flow. Critical analysis directly informs media choice and proposed execution of project.</td>
<td>Writing consists of minor spelling or grammatical errors. MLA formatting is nearly error-free.</td>
<td>80-89</td>
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<tr>
<td>Concept is too broad. Theoretical sources are well selected to support the applied aspect of the project.</td>
<td>Demonstrates fair understating of theory. Incorporates relevant outside research (3+ sources).</td>
<td>Media selection and program for execution are inconsistent or underdeveloped. Critical analysis sometimes informs media choice and proposed execution of project.</td>
<td>Writing contains a few errors (6-8). MLA format contains a few errors.</td>
<td>70-79</td>
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<tr>
<td>Concept is too broad. Ideas are unclear and vague.</td>
<td>Confused understanding of theory. Incorporates outside research (1-3 sources) that is sometimes contradictory or off-topic.</td>
<td>Media selection and program for execution are weakly considered. Critical analysis rarely informs media choice and proposed execution of project.</td>
<td>Writing contains a number of errors (8+). MLA format is not used, yet the sources are cited using a different citation format.</td>
<td>60-69</td>
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<tr>
<td>Concept is not stated, or non-existent. Ideas are poorly developed and unclear.</td>
<td>Lack of understanding of course materials. Lack of outside research.</td>
<td>No evidence of deliberate arrangement of media selection and program for execution. Critical analysis is poorly incorporated in regard to media choice and proposed execution of project.</td>
<td>Writing contains an excessive amount of errors. Research is not cited.</td>
<td>0-59</td>
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