Introduction to Digital Technology and Culture

DTC 101

Spring 2020

Tuesdays / Thursdays 10:35am - 11:50 am   3 credits
Instructor: Edward McDonald
Office hours: Tuesdays / Thursdays 10:00am - 10:30 am
Office: VMMC 28
E-Mail: edward.mcdonald@wsu.edu
           theoryandpractice@comcast.net

COURSE DESCRIPTION

The WSUV catalog describes this course as "Inquiry into digital media, including origins, theories, forms, applications, and impact with a focus on authoring and critiquing multimodal texts." Throughout this course we will seek a greater understanding of digital media through the guise of contemporary artworks. This approach will allow us to better comprehend the ways in which digital technologies are interwoven into our current cultural condition.

OVERVIEW of the COURSE

The focus of this course is learning about the history, background, theory, and development of digital media objects, not so much learning how to use various software programs to make them. There will be abbreviated opportunities for hands on learning making things. This approach follows the "learn, think, build" focus of The CMDC Program.

(LEARN) Read scholarship by major figures involved in the development of the field of digital media, including multimedia artists and scholars who have laid the groundwork for its practices and theories.

(THINK) Engage in meaningful discussion, both in writing and orally, about the digital objects produced by others and apply critical thinking and problem solving to digital media projects.

(BUILD) Create expressive or informative multimodal, digital objects that are not reproducible as print objects and effectively explain both orally and in writing the process and method of their production.

TEXTS and READINGS

The reading effort required for this class cannot be over emphasized. A large part of the work expected, and the grade for this class, hinges on the reading you do... but the good news is that our text book is on line!

http://dtc-wsuv.org/cmdc/nouspace-pub/dtc101/index.html

There are a few highly recommended texts that will be useful in classes far beyond this one...
Marshall McLuhan, **Understanding Media** ISBN 978-0-262-63159-4
Lev Manovich, **The Language of New Media**   ISBN 0-262-13374-1

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CLASS RULES

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Grading Scale:
94-100 = A   90-93 = A-   87-89 = B+   83-86 =B   80-82 = B-
77-79 = C+   73-76 = C   70-72 = C-   69 and Below = F

DTC majors must earn 70% or above in order to pass the course.

Breakdown of Class Points:
• 4 Quizzes based on sections of the Online Textbook @ 12.5% each = 50%
*** Mid-term Grade is based on first 3 quizzes ***
• Final Exam (SuperQuiz) = 20%
• 1 Major "Authoring" Project or Final Paper = 15%
• Attendance + Participation + Collegiality = 15%

Attendance
0 absence: 100   1 absence: 95   2 absences: 85   3 absences: 75

Participation
100: Well-prepared; has obviously read the material and kept up with the assignments; can answer questions if asked
90: Prepared; seems to have read the material and kept up with the assignments; may be able to answer questions if asked
80: Somewhat prepared; seems to have read the material and kept up with the assignments most of the time; may be able to answer some questions if asked
70: Not always prepared; may to have read the material and kept up with the assignments some of the time; may be able to answer some questions if asked
60: Seldom prepared; clearly did not read the material and keep up with the assignments some of the time; can't answer some questions if asked

Collegiality
100: Treats other students fairly and kindly; is always respectful to others; helps others in need
60: Is rude and mean-spirited

COURSE ASSIGNMENTS

All assignments are due at the beginning of class when they are due. Readings are to be completed by the beginning of class. Late assignments, if accepted, will be penalized 2% per day, and assignments turned in more than one week late will not be accepted.

Projects at a Glance

Major Authoring Projects: These are large production projects that ask students to demonstrate what they have learned about digital technology and culture by asking them to synthesize concepts, practice the theories and ideas encountered in the readings, and express methods and approaches used in the production of their work, both orally and in writing. Students will choose between a Short Essay (800-1000 words) OR a Production Project (ex. video, audio work, coding project) and Production Statement (250 words). Production projects without a production statement will receive no higher than a "C." Topics will be discussed later in the semester.

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The Quizzes: These quizzes allow you to demonstrate not only that you have done the course reading but that you have understood and incorporated the concepts. Through answering a series of questions and using the correct terminology in class discussions you can demonstrate your familiarity and growing ownership of the course material. There will be a series of 4 quizzes in total - (one quiz for every two chapters of the text book) and a Final exam which will cover material from the entire 8 chapters of the online text book.

Participation: Participation is crucial in a class such as ours that involves a lot of sharing of ideas, sites, and new programs with each other. Points may be deducted from the activities/participation grade for a lack of professionalism. Unprofessional conduct includes patterns of arriving late for class, leaving early, failing to participate in class activities, engaging in side conversations, reading newspapers or going to inappropriate websites, napping, failing to turn off cell phones, texting, using a banned device (see next paragraph) and anything else that disrupts teaching and/or learning. Occasionally students may have to arrive late or leave early. Point penalties may be avoided when these actions occur infrequently, and the student shows consideration for others (e.g., notifying the instructor in advance, taking a seat toward the back of the classroom, etc.).

NO SCREENS OF ANY KIND ARE ALLOWED DURING NON-WORK TIMES IN CLASS.

That includes cell phones, lap-tops, tablet computers, and anything else that may get invented during this semester. I request your undivided attention, and hope that class provides you the space to think and reflect. You will receive one non-verbal warning, and each ensuing infraction will result in ten points off of this grade, though I will not announce this verbally.

REACHING ME:

Talk to me directly! I will be around for office hours, before class - and after class if necessary

Email! Only use your official wsu.edu account

Make sure you only e-mail me only through your wsu.edu (or vancouver.wsu.edu, or email.wsu.edu) address. This is especially important for privacy purposes (with your WSU account, I know it is you). It also makes it easier for me to give you feedback, and saves me from having to guess the identity of chunkylover53@aol.com or RebeccaBlack4ever@gmail.com. It also really helps if you sign your e-mails, and tell me what class/section you are in.

WASHINGTON STATE UNIVERSITY VANCOUVER POLICIES

Classroom Safety

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" (https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video) response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Sign up for emergency alerts through your MyWSU account. For more information, visit the WSU safety portal (https://oem.wsu.edu/about-us/).

WSU Vancouver Public Safety and Police

Public Safety: https://www.vancouver.wsu.edu/public-safety
Campus Safety Plan: https://www.vancouver.wsu.edu/safety-plan
Safety Alerts: https://www.vancouver.wsu.edu/alerts
Police: https://www.vancouver.wsu.edu/public-safety/campus-police
Register for Emergency Communication system: WSU Vancouver Home Page – myWSU (under the PROFILE Tab) to update info

Hostile Intruder

Campus Lock Down – Exterior doors will lock
Apply "RUN-HIDE-FIGHT" personal safety protocol
If sheltered or hiding; silence electronics, turn out lights, stay away from windows, barricade or lock doors, make a plan to fight if necessary
Active Shooter Training: https://oem.wsu.edu/emergency-procedures/active-shooter/

Weather Closure/Bus Information

WSU Vancouver VanCoug ALERTS: https://www.vancouver.wsu.edu/alerts
Weather Closure Media Web Sites: https://www.oregonlive.com/
During adverse weather conditions when C-Tran is operating on snow routes, the WSU Vancouver campus will not be served as the snow route ends at 20th Ave. For more information on bus routes and C-Tran scheduling, please visit C-Tran website at: https://www.c-tran.com/

Bad Weather, You Decide

In the event that an adverse weather event (e.g., snow or ice) or natural hazard that poses a safety risk occurs, you should take personal safety into account when deciding whether you can travel safely to and from campus, taking local conditions into account. If campus remains open and your instructor decides to cancel the face-

to-face meeting and substitute an alternative learning activity, you will be notified by your instructor via email or through Blackboard within a reasonable time after the decision to open or close campus has been made. Instructions regarding any alternative learning options or assignments will be communicated in a timely manner. If travel to campus is not possible due to adverse regional conditions, allowances to course attendance policy and scheduled assignments, including exams and quizzes, will be made. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Office of Student Conduct for disciplinary action. If a student encounters an issue with an instructor, the student should first talk with the instructor. If the issue cannot be resolved, the student should follow the steps for reporting violations as outlined on the student affairs website . Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page (https://www.vancouver.wsu.edu) and/or https://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor.

Service/Emotional Support Animals

Pets are not allowed on campus or inside buildings or classrooms. Trained service animals are allowed, but must be registered with the WSU Access Center, Classroom Building (VCLS) room 160, 360-546-9238.

Students with Disabilities

Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: https://studentaffairs.vancouver. wsu.edu/access-center. Students may also either contact or visit the Access Center in-person to schedule an appointment with our Access Center Coordinator. Location: Classroom Building, Room 160; Phone: 360-546-9238; Email: van.access.center@wsu.edu. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

WSU Academic Integrity Statement : Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive [insert academic sanction (e.g., fail the course, fail the assignment, etc.)], will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: https://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010 . If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at   https://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct. If you have any questions about the process on the Vancouver campus, please call Helen Gregory at 360-546-9573.

Cougar Food Pantry

We know that it can be hard to make ends meet when you're paying for college and living on a tight budget. If you are struggling to feed yourself or your family, the Cougar Food Pantry can help. The pantry provides free, nonperishable food items for WSU Vancouver students in need. The process is simple, anonymous and judgement-free. Learn more and request food at https://vancouver.wsu.edu/fooddrive or stop by the Cougar Center in the Student Services Center. Help your fellow Coug; refer a friend in need!

STUDENT OUTCOMES and ASSESSMENT

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This course is aligned with University and CMDC program learning goals. Pay attention to the CMDC learning goals as you will be asked to account for your achievement of each in the DTC 497 Senior Capstone course.

LEARNING GOALS

Learn more about CMDC Learning Goals and Outcomes (www.dtc-wsuv.org/cmdc/our-approach.html).

WSU Learning Goal	At Course end, students should be able to...	Goal evaluated by these assignments	CMDC Goal #
WSU#1: Critical and creative thinking Students will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.	Locate, synthesize, interpret, and evaluate a wide variety of digital and print-based texts. Produce an informative or expressive multimodal text developed through effective research.	Mid-semester and Final Authoring Projects	4, 5, 6, 7, & 8
WSU#4: Information literacy Students will use a disciplined and systematic approach to accessing, evaluating, and using information.	Identify, explain, compare, apply, argue, interpret, and evaluate information in a variety of digital forms. Create multimodal texts using digital methods. Communicate in various "authored" digital formats and both formal and informal speech to convey meaning, significance, views, and values in peer groups and beyond.	250-word "Response to Prompt" (essays)	1, 2, 3, 4, 5, 7, & 10
WSU#5: Communication Students will write, speak, and listen to achieve intended and meaningful understanding.	Express ideas textually and visually in coherent, concise, and technically correct forms effective with audiences in a variety of digital multimodal texts. Engage effectively with diverse groups through listening and speaking one-on-one, in small groups, and in large groups.	In-class discussion of readings. Responses to Prompts.	1, 2, 3, 4, 5, 7, 8, & 10

WSU Learning Goal	At Course end, students should be able to...	Goal evaluated by these assignments	CMDC Goal #
WSU#6: Diversity Students will understand cultural differences and similarities by exploring the multiplicity of individual and group experiences in various historical periods, societies, and cultures.	Recognize how digital media impacts cultural systems and socioeconomic differences in the US and beyond; can influence stereotyping of others; is used to impose and break down power and privilege.	In-class discussion of readings. Responses to Prompts, Peer Review activities, and Authoring Projects.	6 & 9
WSU#7: Depth, breadth, and integration of learning Students will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.	Demonstrate an integration of history, core methods, techniques, vocabularies, problem solving approaches, and unsolved problems. Understand how methods and concepts of course relate to those of other disciplines; ability to engage in cross-disciplinary activities.	In-class discussion of readings. Responses to Prompts, and Authoring Projects.	4, 6, & 9

CMDC Learning Goals

1. Demonstrate competency with computers for designing and distributing digital works in various mediums for effective human-computer interactions

2. Synthesize media forms for multimedia contexts

3. Employ the principles of visual form for sophisticated image manipulation

4. Understand the production and assessment of media objects

5. Identify and explain key principles of information architecture, effectively manage knowledge for both information retrieval and archival purposes, and evaluate and choose appropriate information architecture and knowledge management strategies for a given situation

6. Question the way digital media functions in multiple cultural contexts

7. Recognize various forms of language processing and their implications for media authoring

8. Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums

9. Utilize an interdisciplinary perspective in order to understand the basics of social, economic, and education changes brought about by digital media

10. Be practiced and capable communicators in all mediums

COURSE SCHEDULE

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Please remain flexible! Things will shift!

DATE	SUBJECT	READINGS
Week 1 Jan 14 / 16	Introduction What is Art? Art vs. Design (syllabus discussed)	Textbook - 01:Digital Technology Manovich - 5 Principles of New Media Bolter and Grusin - Immediacy, Hypermediacy and Remediation
Week 2 Jan 21 / 23	Development of Digital Media (DM)	Textbook - 02: Digital Media Benjamin - Art in the Age of Mechanical Reproduction
Week 3 Jan 28 / 30	Social Implications QUIZ THURSDAY!	Textbook - 03: The Internet McLuhan - The Medium is the Message The Hacker Work Ethic by Pekka Himanen
Week 4 Feb 4/ /6	New Forms of Expression	Textbook - 04: Hypertext & Hypermedia Bush- As We May Think Dream Machines 1974 – Ted Nelson Hayles- Material Metaphors, Technotexts, Media-specific Analysis
Week 5 Feb 11 / 13	Online Communities & Avatars QUIZ THURSDAY!	Textbook - 05: Social Media Coleman - What is an Avatar?
Week 6 Feb 18 / 20	Big Data, Structure, Analysis	Textbook - 06: Data & Information Systems Cukier - The Rise of Big Data
Week 7 Feb 25 / 27	Review of Ch 1- 6 QUIZ THURSDAY!	Brautigan - All Watched Over by Machines of Loving Grace
Week 8 Mar 3 / 5	Intro to Final Projects	Review - The Hacker Work Ethic (Mid-term grades due Mar. 4th)
Week 9 Mar 10 / 12	One on One tutorials with students about their Presentations	Written statements of Final Presentations due Peer review of Presentation proposals
MARCH 16 - 20 SPRING BREAK		Think about Final Presentations!
Week 10 Mar 24 / 26	Digital Games Gamefication	Textbook - 07: Digital Games Bogost - Procedural Rhetoric
Week 11 Mar 31 / 2	Digital Art and Expression	Textbook - 08: Digital Art & Expression Mostly online resources...
Week 12 Apr 7 / 9	Work Week? Catch up Time... QUIZ THURSDAY!	Other articles may be assigned as necessary...
Week 13 Apr 14 / 16	Final Presentations	
Week 14 Apr 21 / 23	Final Presentations	
Week 15 Apr 28 / 30	Exam Review?	
May 7	FINAL EXAM!	Probably Thursday...