



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts and Sciences Department English

Subject FMS Number 351 Title Emerging Digital Media Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s)

Is this a shared course? (choose one) If so, list all academic units offering this course

Course description:

Analyzes modern cultural and digital technologies.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Jeremy Carr Phone 480-298-8727

Mail code E-mail: jeremy.carr@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Aaron Baker Mark James (DUS) Date: Feb. 11/2015

Chair/Director (Signature): [Signature]

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">FMS 351 Literacy and Critical Inquiry.doc</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">FMS 351 Literacy and Critical Inquiry.doc</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">FMS 351 Literacy and Critical Inquiry.doc</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	FMS 351 Literacy and Critical Inquiry.doc
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
FMS	351	Emerging Digital Media	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<p>Attendance/Participation (100 Points): Students are responsible for participating in the threaded discussions. Each student must answer the given question and post one substantive comment to another student's response per lesson. Midterm (75 Points): The midterm covers material from Lessons 1- 5. It will mainly consist of short answer questions, but might also contain true/false, multiple-choice, identification, fill-in-the-blank, and essay questions. Critical Review (75 Points): This assignment asks students to critically analyze a digital media work that shows how its digital format affects human activity. Grades will be based on the clarity and relevance of the thesis statement, clear and concise writing, strong use of evidence and examples, logical organization and development, and adherence to the assignment guidelines. Final Exam (150 points): The final exam covers material from Lessons 1-15 and is partially the same format as the Midterm (50 POINTS). Additionally, however, there will also be an essay portion requiring students to analyze and interpret a particular passage from a course text and apply its principles to various media forms (100 POINTS).</p>	GRADED WORK

2	<p>Each of the writing assignments require a thorough understanding and application of key course concepts, as obtained specifically from the course readings. Citations from these readings, as well as external sources applicable to the specific media form chosen, will also be required. Students will need to be able to approach media works and apply the appropriate concepts and to analyze said work through their own critical interpretation.</p>	GRADED WORK
3	<p>The Critical Review requires students to analyze a media work in any form and apply the concepts learned from class to that point. They are required to cite course texts as part of this assignment, as well as to incorporate studies relating to their specific chosen media. The essay that is part of the final exam requires students to take principles stated in one of the course texts and to provide their own analysis of these ideas. They will also then be required to provide original examples of these media theories and illustrate their application.</p>	GRADED WORK
4	<p>Discussion board posts are assigned twice weekly, with grades posted within 24 hours. The Midterm is due just prior to fall break. The Critical Review assignment is due within 2-3 weeks after. And the Final Exam is due three days after the last class. Exams and essays are typically graded and returned with comments within three days of their receipt.</p>	LEARNING TASKS

### course catalog & class search

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

Collapse -

Term Summer '15  
Search Course catalog  
Subject FMS Num 351  
Level  
Gen Studies  
Keywords  
Offerings in-person & iC  
**Search**  
Clear  
Advanced Search

Course	Title	Units	GeneralStudies
FMS 351	<b>Emerging Digital Media</b> Analyzes modern cultural and digital technologies. <b>Allow multiple enrollments:</b> No <b>Primary course component:</b> Lecture <b>Repeatable for credit:</b> No <b>Grading method:</b> Student Option <b>Offered by:</b> College of Liberal Arts and Sciences -- Department of English Pre-requisites: ENG 102, 105 or 108 with C or better	3	L

Feedback

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## FMS 351 EMERGING DIGITAL MEDIA

**Professor:** Jeremy Carr  
**Email:** Jeremy.Carr@asu.edu

1:30-2:45 p.m. Tuesday/Thursday — TEMPE - LL103

### COURSE DESCRIPTION

In this course, we will attempt to define, study, and explore a moving target – emerging digital media. First we will attempt to answer some basic questions and to approach the subject conceptually. What does the term “digital media” mean, and what makes it “emergent?” What needs and desires have driven media change in the past? How might our history with media use inform our current and future relationships with media? Having covered these topics on media functions, we will next consider digital media forms. Specifically, we will engage four characteristics that are commonly associated with digital media – automation, interactivity, modularity, and layering – and analyze how they affect our experiences and shape our evolving sense of “high-tech” style. Finally, we will discuss the social dimensions of digital media, especially in terms of how it changes the modes of identification and power dynamics among individuals and groups.

At the end of this course, you will be able to: 1) describe the utilitarian and imaginative drives that current media technologies embody; 2) reflect on some of the methods and frameworks that scholars have used to study digital media; 3) analyze the characteristic forms of digital media and their implications; and 4) recognize yourself as a mediated subject whose identity and social relationships are informed by the technologies that you and your communities use.

**Readings:** All readings will be provided on the course Blackboard site, via external links online, or as hand-outs in class. Readings must be completed by Thursday. Readings are subject to change.

**Screenings:** Most lessons/weeks include a film to watch. Students are responsible for viewing these movies. All assigned films are available through the course site and/or rental outlets such as Netflix, Amazon.com or at ASU and public libraries. Some are additionally available online at [www.youtube.com](http://www.youtube.com). The respective films should be watched before Thursday.

**Academic Dishonesty:** In the Academic Integrity Policy manual, ASU defines plagiarism as using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. You can find this definition at: <http://provost.asu.edu/academicintegrity>. Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing, and any other form of dishonesty.



**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

## GRADED WORK

**Attendance/Participation (100 Points):** You are responsible for participating in the threaded discussions that take place on the Blackboard discussion board. All posts for each week's lesson are due by midnight Thursday. Each student must answer the given question and post one substantive comment to another student's response per lesson.

A "substantive" post is one that is thoughtful, developed and connected to the Lesson topic; it is precisely, concisely, and grammatically composed. Typically, substantive posts are more than three sentences long. Posts must keep up with the progress of the course. You cannot, for example, go back and post to a lesson after it has been completed and expect the posts to be counted toward your participation grade. There are no exceptions to this rule!

Attendance is taken in this class and is a factor in the final grade if students miss more than 3 classes. The participation grade is largely based on the quantity and quality of student engagement in class. Each student needs to be a valuable participant in classroom discussions.

**Midterm (75 Points):** The midterm covers material from Lessons 1- 5. It will mainly consist of short answer questions, but might also contain true/false, multiple-choice, identification, fill-in-the-blank, and essay questions. Grammar and writing mechanics count. Late exams receive zero points. Take care to think through the various concepts outlined in the readings, screenings, lectures and websites as you study for the exam and answer the questions.

**Critical Review (75 Points):** This assignment asks you to critically analyze a digital media work that shows how its digital format affects human activity. Your grade will be based on the clarity and relevance of your thesis statement, clear and concise writing, strong use of evidence and examples, logical organization and development, and adherence to the assignment guidelines. Your paper must be double-spaced, include one-inch margins all-around, and contain 600-750 words. Papers must be submitted as email attachments in Word. Double check to make sure you attach the correct paper in the

correct format. We do not accept excuses for missed deadlines or papers sent in the wrong format.

**Final Exam (150 points):** The final exam covers material from Lessons 1-15. Greater emphasis is placed on Lessons 11–15. It will mainly consist of short answer questions, but might also contain true/false, multiple-choice, identification, and fill-in-the-blank (50 POINTS). There will also be an essay requiring students to analyze a particular passage from a course text and apply its principles to media forms (100 POINTS). Grammar and writing mechanics count. Late exams receive zero points. Take care to think through the various concepts outlined in the readings, screenings, lectures and websites as you study for the exam and answer the questions.

## C-1-3

### **Grading Scale: 0 to 400 Points**

A+	.....	399-400 Points
A	.....	380-398 Points
A-	.....	360-379 Points
B+	.....	347-359 Points
B	.....	333-346 Points
B-	.....	320-332 Points
C+	.....	307-319 Points
C	.....	280-306 Points
D	.....	240-279 Points
E	.....	000-239 Points

## LEARNING TASKS

This course is comprised of 15 lessons. Each lesson includes all or some of these tasks:

1. Readings: Read the Assigned Texts
3. Screening: Study Films Screened for Class
4. Website/Montage: Surf Websites or Engage Interactive Montages
5. Lecture: Listen To and Participate In Lectures
6. Film Clips: Review Scenes Referenced in Readings and Lectures
7. Discussion Board: Pose and Answer Questions on Blackboard

### **Lesson 1 - August 21: Defining Digital Media**

**Reading:** “What’s New About ‘New Media?’” (Flew, 2005)  
“New Media as Cultural Technologies” (Flew, 2005)

**Website:** “Histories of the Internet” <<http://www.isoc.org/internet/history/>>

**Film Clip:** *Did You Know? 2.0* (Fisch and McLeod, 2007)  
<<http://www.youtube.com/watch?v=pMcfrLYDm2U>>

**Discussion:** Discuss with Classmates **(DUE Saturday, Aug. 23)**

### **Lesson 2 - August 26 and 28: “Old” and “New” Media**

**Reading:** “Introduction” and “Lord Burleigh’s Kiss” (Murray, 1999)  
“The Medium is the Message” (McLuhan, 1964)

**Screening:** See “New Media and Old Storytelling”

**Website:** “New Media and Old Storytelling” (Bordwell, 2007)

- <<http://www.davidbordwell.net/blog/?p=827>>  
**Film Clip:** *Medieval Help Desk with English Subtitles* (Nærum, NRK, 2001)  
<<http://www.youtube.com/watch?v=pQHx-SjgQvQ>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Aug. 28)**

### **Lesson 3 - September 2 and 4: Imag(in)ing New Media**

- Reading:** “The Technology and the Society” (Williams, 1974)  
“There Will Come Soft Rains” (Bradbury, 1950)  
**Screening:** *Blade Runner* (Scott, 1982)  
**Websites:** Top Dystopian Movies of All Time  
<<http://snarkerati.com/movie-news/the-top-50-dystopian-movies-of-all-time/>>  
**Film Clip:** Top 10 Dystopian Movie Futures  
<<https://www.youtube.com/watch?v=heAVOA8iyCw>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Sept. 4)**

### **Lesson 4 - September 9 and 11: Media as Tools**

- Reading:** “The Screen and the User” (Manovich, 2001)  
“Adam and Galileo” (Ihde, 1990)  
**Screening:** *Minority Report* (Spielberg, 2002)  
**Website:** Google maps <<http://maps.google.com/>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Sept. 11)**

### **Lesson 5 - September 16 and 18: Media and (Self-)Perception**

- Reading:** “The Scene of the Screen” (Sobchack, 2004)  
**Screenings:** *Being John Malkovich* (Jonze, 1999)  
**Website:** 83 Optical Illusions & Visual Phenomena <<http://www.michaelbach.de/ot/>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Sept. 18)**

### **Lesson 6 - September 23 and 25: Automation and “Creative Media”**

- Reading:** “What is New Media?” (Manovich, 2001)  
“Computing Machinery and Intelligence” (Turing, 1950)  
**Screening:** *WALL-E* (Stanton, 2008)  
**Website:** Pi10K <<http://www.avoision.com/experiments/pi10k/index.php>>  
**Film Clip:** *Charlie and the Chocolate Factory* (Burton, 2005)  
**Discussion:** Discuss with Classmates **(DUE Thursday, Sept. 25)**

**MIDTERM: DUE AS AN EMAIL ATTACHMENT BY SUNDAY, SEPTEMBER 28.**

**C-4**

### **Lesson 7 - September 30 and October 2: Interactivity/Immersion**

- Reading:** “A Critical History of Virtual Reality” (Hillis, 1999)

- “Transforming Mirrors” (Rokeby, 1995)  
**Screening:** *Tron* (Lisberger, 1982) or *TRON: Legacy* (Kosinski, 2010)  
**Website:** animotion <<http://www.addictinggames.com/animotion.html>>  
Neave Games <<http://www.neave.com/games/>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Oct. 2)**

### **Lesson 8 - October 7 and 9: Modularity/Multiplicity**

- Reading:** “The Multiple” (Friedberg, 2006)  
“The Database” (Manovich, 2001)  
**Screening:** *Timecode* (Figgis, 2000)  
**Website:** YouTube <<http://youtube.com>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Oct. 9)**

**FALL BREAK – CLASSES EXCUSED - OCTOBER 11 - 14, 2014**

**Oct. 16 - NO CLASS**

### **Lesson 9 - October 21 and 23: Layers, Composites, and Simulations**

- Reading:** “The Double Logic of Remediation” (Bolter and Grusin, 1999)  
“Simulacra and Simulations” (Baudrillard, 1988)  
**Screening:** *Forrest Gump* (Zemeckis, 1994)  
**Website:** Morph Thing <<http://www.morphthing.com/>>  
xtranormal <<http://www.xtranormal.com/>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Oct. 23)**

### **Lesson 10 - October 28 and 30: Edge and Polish**

- Reading:** “The Eye of the Frog” (Tudor, 2008)  
“I’m Sorry Dave, I’m Afraid I Can’t Do That” (McClean, 2007)  
**Screening:** *2001: Space Odyssey* (Kubrick, 1968)  
**Discussion:** Discuss with Classmates **(DUE Thursday, Oct. 30)**

**CRITICAL REVIEW: DUE AS AN EMAIL ATTACHMENT BY SUNDAY, NOV. 2.**

**C4**

### **Lesson 11 - November 4 and 6: The Underprivileged and Activism**

- Reading:** “Photoshop for Democracy” (Jenkins, 2006)  
“The Promise and the Peril of Social Action in Cyberspace” (Gurak, 1999)  
**Screening:** *An Inconvenient Truth* (Guggenheim, 2006)  
**Websites:** MoveOn.org Interactive Timeline <<http://pol.moveon.org/10years/>>  
Haystack <<http://www.haystacknetwork.com/>>  
**Discussion:** Discuss with Classmates **(DUE Thursday, Nov. 6)**

**VETERAN'S DAY OBSERVED - UNIVERSITY CLOSED - NOVEMBER 11, 2014**

**Lesson 12 - November 13: Branding and Business - - - - ONLINE ONLY**

- Reading:** "Access Denied" (Lax, 2007)  
"Just Do It" (Lury, 2007)
- Websites:** Amazon.com <<http://www.amazon.com/>>  
Phoenix Craigslist <<http://phoenix.craigslist.org/>>
- Film Clip:** *EPIC 2015* (Sloan and Thompson, 2005)
- Discussion:** Discuss with Classmates **(DUE Thursday, Nov. 13)**

**Lesson 13 - November 18 and 20: Intellectual Property & Our Global Neighbors**

- Reading:** "Internet Law and Policy" (Flew, 2005)  
"Hollywood's Global Rights" (Miller, 2005)
- Screenings:** *The Social Network* (Fincher, 2010)
- Website:** Ten Famous Intellectual Property Disputes  
<<http://www.smithsonianmag.com/history/ten-famous-intellectual-property-disputes-18521880/?no-ist>>
- Film Clips:** *A Fair(y) Use Tale* (Faden, 2007)  
<<http://cyberlaw.stanford.edu/documentary-film-program/film/a-fair-y-use-tale>>
- Discussion:** Discuss with Classmates **(DUE Thursday, Nov. 20)**

**Lesson 14 - Nov. 25: Fans and Gamers**

- Reading:** "Slashing the Romance Narrative" (Kustritz, 2003)  
"The Video Game as a Medium" (Wolf, 2001)
- Screening:** *The King of Kong: A Fistful of Quarters* (Gordon, 2007)
- Websites:** *FanFiction.net* <<http://www.fanfiction.net/>>

**THANKSGIVING OBSERVED - UNIVERSITY CLOSED - NOVEMBER 27 - 28**

**Lesson 15 - December 2 and 4: Identity and Community**

- Reading:** "Crisis and Internet Networks" (Kivikuru, 2007)  
"Virtual Cultures" (Flew, 2005)  
"Goodbye Cinema, Hello Cinephilia: Film Culture in Transition" (Rosenbaum, 2010)  
"The Future of Cinephilia: Will Streaming Movies Replace DVD?" (Snyder, 2010)
- Screening:** \_\_\_\_\_?
- Discussion:** Discuss with Classmates **(DUE Thursday, Dec. 4)**

**FINAL EXAM: DUE AS AN EMAIL ATTACHMENT BY SUNDAY, DEC. 7**



## **Bibliography**

- "What's New About 'New Media'?" (Flew, 2005)
- "New Media as Cultural Technologies" (Flew, 2005)
- "Introduction" and "Lord Burleigh's Kiss" (Murray, 1999)
- "The Medium is the Message" (McLuhan, 1964)
- "The Technology and the Society" (Williams, 1974)
- "There Will Come Soft Rains" (Bradbury, 1950)
- "The Screen and the User" (Manovich, 2001)
- "Adam and Galileo" (Ihde, 1990)
- "The Scene of the Screen" (Sobchack, 2004)
- "What is New Media?" (Manovich, 2001)
- "Computing Machinery and Intelligence" (Turing, 1950)
- "A Critical History of Virtual Reality" (Hillis, 1999)
- "Transforming Mirrors" (Rokeby, 1995)
- "The Multiple" (Friedberg, 2006)
- "The Database" (Manovich, 2001)
- "The Double Logic of Remediation" (Bolter and Grusin, 1999)
- "Simulacra and Simulations" (Baudrillard, 1988)
- "The Eye of the Frog" (Tudor, 2008)
- "I'm Sorry Dave, I'm Afraid I Can't Do That" (McClellan, 2007)
- "Photoshop for Democracy" (Jenkins, 2006)
- "The Promise and the Peril of Social Action in Cyberspace" (Gurak, 1999)
- "Access Denied" (Lax, 2007)
- "Just Do It" (Lury, 2007)
- "Internet Law and Policy" (Flew, 2005)
- "Hollywood's Global Rights" (Miller, 2005)
- "Slashing the Romance Narrative" (Kustritz, 2003)
- "The Video Game as a Medium" (Wolf, 2001)
- "Crisis and Internet Networks" (Kivikuru, 2007)
- "Virtual Cultures" (Flew, 2005)

## **General Studies Course Proposal**

FMS 351 - Emerging Digital Media

Jeremy Carr

C-1: Attendance/Participation (100 Points): Students are responsible for participating in the threaded discussions. Each student must answer the given question and post one substantive comment to another student's response per lesson. Midterm (75 Points): The midterm covers material from Lessons 1- 5. It will mainly consist of short answer questions, but might also contain true/false, multiple-choice, identification, fill-in-the-blank, and essay questions. Critical Review (75 Points): This assignment asks students to critically analyze a digital media work that shows how its digital format affects human activity. Grades will be based on the clarity and relevance of the thesis statement, clear and concise writing, strong use of evidence and examples, logical organization and development, and adherence to the assignment guidelines. Final Exam (150 points): The final exam covers material from Lessons 1-15 and is partially the same format as the Midterm (50 POINTS). Additionally, however, there will also be an essay portion requiring students to analyze and interpret a particular passage from a course text and apply its principles to various media forms (100 POINTS).

C-2: Each of the writing assignments require a thorough understanding and application of key course concepts, as obtained specifically from the course readings. Citations from these readings, as well as external sources applicable to the specific media form chosen, will also be required. Students will need to be able to approach media works and apply the appropriate concepts and to analyze said work through their own critical interpretation.

C-3: The Critical Review requires students to analyze a media work in any form and apply the concepts learned from class to that point. They are required to cite course texts as part of this assignment, as well as to incorporate studies relating to their specific chosen media. The essay that is part of the final exam requires students to take principles stated in one of the course texts and to provide their own analysis of these ideas. They will also then be required to provide original examples of these media theories and illustrate their application.

C-4: Discussion board posts are assigned twice weekly, with grades posted within 24 hours. The Midterm is due just prior to fall break. The Critical Review assignment is due within 2-3 weeks after. And the Final Exam is due three days after the last class. Exams and essays are typically graded and returned with comments within three days of their receipt.