

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>4-27-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u>Jerry Flaky (via email confirmation)</u> Undergraduate Studies Dean <u>Edward Pratt (via email confirmation)</u> UFS President _____ Provost _____		Date <u>4/5/2020</u> <u>4.18.20</u> <u>4-30-2020</u> <u>4-30-20</u> <u>4-30-20</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Your Name:

Media, Culture and Technology

MMC 4263-001 (3) | Fall 2020 | CRN: 14240

Dr. Nicole Erin Morse

Course Information

Thursdays, 1:00 PM - 3:50 PM

Boca Raton Campus

Culture & Society Building | Room 112

Dr. Nicole Erin Morse

morsen@fau.edu; 561-297-3083

AH Building | Office 209A

Student hours: Mondays 3:00 PM – 5:00 PM; Tuesdays 10:30 AM - 12:00 PM

Or by appointment

Course Description and Learning Objectives

In this course, we will examine the historical relationship between technology, society, and the development of the mass media. Our examination of the social, technological, economic, and cultural factors shaping the development of media technology will pay particular attention to contemporary new media. Through independent projects and collaborative learning, students will explore how technology, media, and culture are interdependent, with particular attention to issues of gender, race, and social justice. This course also involves extensive reflection and participation in the learning process itself.

As part of the course, students will be able to:

- describe and assess key debates about relationships between media, culture, and technology
- develop skills in close reading and textual analysis
- collaborate to lead their classmates in a lesson during one week of the course
- design and complete an independent project addressing issues relevant to the course
- develop and implement rubrics and other methods of self-assessment and self-reflection

Required Texts/Games/Media

All required readings, games, and media are available as PDFs on Canvas or via hyperlinks and must be read/played/watched **in advance of the class session**. In-class media will be screened in class. For your independent and collaborative projects, you will need to use the library's resources to supplement course readings and class screenings.

This packet includes forms that you must complete during the semester. **Hang on to it!**

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Humanistic Inquiry and Textual Analysis

This course focuses on “humanistic inquiry,” which is the study of how individuals and societies document, process, and attempt to transform our experiences. Since this is a Media Studies class, we will focus on how media *mediates* human experiences. This requires us to pay close attention to how media creates meaning, crafts spectatorial and participatory experiences, and contributes to discussions within philosophy, history, religion, the arts, law, politics, and more about the experiences of being human. We will study media using textual analysis, close formal analysis, and rhetorical analysis.

Academic Freedom and Critical Inquiry

In this class, we will practice rigorous critical engagement with crucial questions within the Humanities and the discipline of Media Studies. Perspectives that are informed by and in dialogue with course materials are **more valuable to us** than opinions based on material entirely external to the course. The American Association of University Professors describes what “academic freedom” entails, and how critical inquiry is distinct from both indoctrination and individual opinion:

“In the academy, it is scholars who are trained to produce knowledge, teachers who are trained to transmit it, and **students who are expected to acquire the discipline to read critically and thereby to learn to distinguish between true and false**. This kind of learning is the opposite of indoctrination, which leaves no room for questioning what is being taught. Indeed, to the extent that students may be thought to have academic freedom, it is precisely their ability to question things that is at stake. But **that doesn’t mean substituting opinion for knowledge**. Rather, it involves learning to think within the limits that knowledge production requires....These complicated processes of sifting and winnowing are what knowledge production is all about and what academic freedom is designed to protect.

“This means that **free speech**, as guaranteed by the First Amendment to the US Constitution, **is not the same as academic freedom**. Freedom of speech is an individual right to express one’s views without regard for their truth or falsehood. The standard of truth does not constrain the unfettered expression of individual opinion. This right is defined as private property, belonging to an individual. In contrast, academic freedom is a corporate right that covers those who produce and transmit knowledge. The one is about individual self-expression, the other is about collective contributions to the common good—they are not the same.”

For more: <https://www.aaup.org/article/knowledge-common-good>

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Assignments and Assessment

Every student begins the course with 0 points. You can earn points in many ways throughout the semester, and **you should track the points you've earned.** The professor will also keep a record of the points you have earned and will update you periodically, but cannot provide daily or weekly updates. Full details of all assignments are available in this packet.

Do not submit material through Canvas. Canvas does not offer an accurate reflection of your grade. Submit all assignments in person in-class, OR ahead of class time by dropping them off at my office (AH 209) or mailbox (CU 203), OR email to arrange an extension.

Grading Scale:

	A 465-500	A- 450-464
B+ 435-449	B 415-434	B- 400-414
C+ 385-399	C 365-384	C- 350-364
D+ 335-349	D 315-334	D- 300-314
F Below 300		

The course is designed so that all students who complete all assignments and generally follow instructions will earn the points listed below or 75% of available points for those assignments that are graded “up to” a maximum limit. Completing all assignments following instructions will earn at least a C+, with additional points available for high quality work on those assignments that are graded “up to” a maximum limit. Extra credit options **will not be offered** during the semester.

Throughout the semester, you can earn points by:

- 1.) Engaging with course materials, reflecting on course materials, and demonstrating your engagement:
 - a. Learning & Skill Goal Setting (1/23) (10 pts) _____
 - b. Learning & Skill Goal Setting Revision (2/13) (10 pts) _____
 - c. Reading Reflections 1, 2, and 3 (2/20, 2/27, 3/5) (up to 20 pts ea) _____
 - d. Zine submission (2/27) (up to 30 pts) _____
 - e. Bibliographic Paper Trail (3/19) (2 pts/entry) _____

Total: _____

- 2.) Working collaboratively to teach one class session:
 - a. Completing the Collaborative Learning Questionnaire (20 pts) _____
 - b. Participating in at least 2 group meetings (20 pts) _____
 - c. Completing the Group Lesson Plan (up to 20 pts) _____
 - d. Completing the Group Presentation (up to 50 pts) _____
 - e. Completing the Group/ Self Assessment (20 pts) _____

Total: _____

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- 3.) Participating in class discussions and activities:
- a. Participation Evaluation Grade* (up to 65 pts) _____
 - b. Participation Evaluation Reflections (up to 15 pts) _____
 - c. Syllabus Quiz (1/16) (10 pts) _____
 - d. Human Microphone Speaker (1/16) (10 pts) _____
 - e. Completing Writing to Cyberspace Timeline (1/30, 2/6) (10 pts) _____
 - f. Completing Writing to Cyberspace Glossary (1/30, 2/6) (10 pts) _____
 - g. Autobiographical Narrative Image Slideshow (2/20) (10 pts) _____
 - h. Peer Feedback on Peer-Taught Classes (10 pts each) _____
- Total:** _____
- 4.) Working independently on a project related to course topics:
- a. Meeting with professor to discuss proposed project (20 pts) _____
 - b. Completing grading rubric for project (up to 40 pts) _____
 - c. Presenting on project in process (up to 20 pts) _____
 - d. Submission of final project (up to 60 pts) _____
- Total:** _____

*Participation Evaluation: You are expected to attend class prepared to engage in discussion, you will be asked to assess your own participation, and you will be given feedback on your participation. You have the option to participate in discussion by sending comments, questions, and insights related to course material to the professor by email at least 5 hours prior to class. If you have concerns about participation, please meet with me in Student Hours to discuss strategies for participating in discussion.

Course Policies and Information

Accessibility: I strive to ensure that my classes are fully accessible. Please be in communication with me if you believe that there are ways I can improve the accessibility of this class. In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

CAPS: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

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If you need or believe that you may need any accommodations to participate fully in this class, please register with OSD and/or speak with me. Laptops and other devices are permitted in class, but it is your responsibility to ensure that the use of technology enhances rather than hinders your education. Recording any part of class is forbidden except in the case of an OSD-approved accommodation letter. In general, please communicate with me about any challenges that are hindering your learning, and the earlier we speak and create a plan for your success, the better. If you have other questions related to accessibility, please see me in Student Hours.

Academic Integrity: An important element of academic integrity is fully and correctly attributing any materials taken from the work of others by **using quotations marks and a recognized citation style consistently and correctly**. Feel free to consult with me before completing assignments if you have concerns about the correct way to reference the work of others. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, including assignment and course failure. For more information, see University Regulation 4.001.

Instructor Availability: Please use **email** to communicate with me. I will do my best to reply promptly, but I may not answer email outside of business hours, and I do not read email between sunset on Fridays and sunset on Saturdays. Do keep in mind that our communications are professional communications, and use language, style, and forms of address appropriate to professional communication.

Attendance: Attendance and participation are crucial to successfully completing this course. Each student may take **one free absence for any reason at any time** without impact on your participation grade. Beyond that, absences will reduce your participation grade. I cannot review missed material over email but I am more than happy to meet in Student Hours to discuss your questions about missed course material. You should also work with your classmates to obtain notes and other information about missed classes. I do not offer excused absences outside of those situations mandated by the university (participating on an athletic or scholastic team, musical and theatrical performances and debate activities, and academic accommodations, all of which must be documented). Therefore, I **do not require** doctor's notes or other documentation for absences. You are an adult, this is your education, and I trust that you will make the best decisions for yourself in balancing your life and your participation grade. That said, if you do face challenges that are impacting your ability to attend class, please be in touch with me so we can make a plan to ensure that you can be as successful as possible in the class.

Deadlines: Deadlines are designed to assist both you and me in managing our workloads. You are encouraged to meet deadlines promptly. However, you can always contact me **by email** to let me

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know that you would like an extension and in most cases I will grant the requested extension, with the exception of final project/paper/exam deadlines. We will work together to find an alternative deadline that is manageable for you, and I will hold you to that deadline.

All assignments that are “due at the beginning of class” should be turned in at the start of class or in advance of class. Materials submitted later in class or after class may lose 1/3rd of a letter grade.

For all missed deadlines, including mutually agreed upon extensions, I will deduct 1/3rd of a letter grade for each day that the assignment is late (in other words, after two days a paper that would have been an A- paper would earn a B). If sufficient time passes, it is possible for the grade to drop to an F due to lateness. **Please be in communication with me to avoid this.**

Questions?

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Course Schedule

Please note that details of the syllabus may be changed. In that event, I will inform you in advance by email and you will be responsible for updating your syllabus.

[Week 01] 1/16: What is Technology?

Learning Objectives:

- Understand course structure and mechanics
- Establish course code of conduct norms for the semester
- Discuss and begin defining the concept of technology
- Participate in and reflect upon the Human Microphone

Learning Activities:

- Syllabus Review & Quiz
- Participation Evaluation Forms
- Course code of conduct:
 - Syllabus review at beginning and end of class each week
 - Balancing participation
 - Making sure everyone has prepared for class
 - Inter-group tensions or issues
 - Communication with classmates and professor
 - What else can pose problems?
- Human Microphone reading, activity, discussion, reflection

In-class Reading:

Homay King, "Another World is Virtual," *Virtual Memory: Time-Based Art and the Dream of Digitality* (Durham, NC: Duke University Press, 2015), pp. 161-178.

Assessment:

- Syllabus Quiz (10 pts)
- Minute paper on Human Microphone

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 02] 1/23: Technology and Education: or, Why We're Not Using Canvas

Required Reading Before Class:

David Gewirtz, "Turnitin: If you're a student, all your intellectual property might belong to us," ZDNet Government, April 14, 2010, <https://www.zdnet.com/article/turnitin-if-youre-a-student-all-your-intellectual-property-might-belong-to-us>

Beth McMurtrie, "Why a Plagiarism-Detection Company Is Now a Billion-Dollar Business," *The Chronicle of Higher Education*, March 6, 2019, <https://www.chronicle.com/article/Why-a-Plagiarism-Detection/245832>

Sean Michael Morris and Jesse Stommel, "A Guide for Resisting EdTech: The Case Against TurnItIn," HybridPedagogy.org, June 15, 2017, <https://hybridpedagogy.org/resisting-edtech>

Jeffrey R. Young, "New Ownership for an LMS Giant: Private Equity Firm to Buy Instructure for \$2 Billion," EdSurge.com, December 4, 2019, <https://www.edsurge.com/news/2019-12-04-new-ownership-for-an-lms-giant-private-equity-firm-to-buy-instructure-for-2-billion>

Due at Beginning of Class:

Learning and Skill Goal Setting (10 pts)

Learning Objectives:

- Describe "EdTech" and summarize arguments against it
- Review principles of media literacy
- Assess articles about EdTech for reliability and bias
- Play and evaluate data privacy game
- Create EdTech decision tree game in-class

Learning Activities:

- Discussion of required reading
- Media Literacy Lecture
- Data privacy game (https://vinciworks.com/landing_pages/gdpr/game_demo/#)
- Twine game creation

Assessment:

- Clearest/Muddiest Point

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 03] 1/30: From Writing to Cyberspace I

Required Reading Before Class (READ ONE):

Friedrich Kittler, "Introduction," *Gramophone, Film, Typewriter* (Stanford, CA: Stanford University Press, 1986), pp. 1-19.

Marshall McLuhan, "The Medium is the Message," *Understanding Media: The Extensions of Man* (Cambridge, MA: MIT Press, 1964), pp. 1-18.

Bernard Stiegler, "Memory," *Critical Terms for Media Studies*, edited by W. J. T. Mitchell and Mark B. N. Hansen (Chicago: University of Chicago Press, 2010), pp. 64-87.

W. J. T. Mitchell and Mark B. N. Hansen, "Time and Space," *Critical Terms*, pp. 101-116.

Michael Benedikt, "Cyberspace: First Steps," *The Cybercultures Reader*, edited by David Bell and Barbara M. Kennedy (New York: Routledge, 2000), pp. 29-44.

Learning Objectives:

- Summarize a key theory about media, culture, and technology
- Discuss theories with classmates, focusing on their historical trajectory
- Construct a timeline of how media, culture, and technology intersect
- Create a glossary of key terms from the readings

Learning Activities:

- Discuss chosen theory with others who have read the same text
- Summarize and explain theory to others who have not read the text
- Construct Post-It timeline and transcribe into a Google doc
- Identify and define key terms from texts in a shared glossary
- Watch and discuss *Black Mirror* episode "The Entire History of You" (2011)

Assessment:

- Writing to Cyberspace Timeline (5 pts)
- Writing to Cyberspace Glossary (5 pts)

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 04] 2/6: From Writing to Cyberspace II

Required Reading Before Class (READ ONE):

Donna Haraway, "A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century," *Cybercultures Reader*, pp. 291-324.

N. Katherine Hayles, "Unfinished Work: From Cyborg to Cognisphere," *Theory, Culture and Society*, vol. 23, no. 7-8 (2006), pp. 159-166.

Susan Stryker, "Transsexuality: The Postmodern Body and/as Technology," *Cybercultures Reader*, pp. 588-597.

Lisa Nakamura, "Race in/for Cyberspace: Identity Tourism and Racial Passing on the Internet," *Cybercultures Reader*, pp. 712-720.

Allucquere Rosanne Stone, "Will The Real Body Please Stand Up? Boundary Stories About Virtual Cultures," *Cybercultures Reader*, pp. 504-528.

Learning Objectives:

- Summarize a key theory about media, culture, and technology
- Discuss theories with classmates, focusing on their historical trajectory
- Construct a timeline of how media, culture, and technology intersect
- Create a glossary of key terms from the readings

Learning Activities:

- Discuss chosen theory with others who have read the same text
- Summarize and explain theory to others who have not read the text
- Construct Post-It timeline and transcribe into a Google doc
- Identify and define key terms from texts in a shared glossary
- Watch and discuss *Black Mirror* episode "Arkangel" (2017)

Assessment:

- Writing to Cyberspace Timeline (5 pts)
- Writing to Cyberspace Glossary (5 pts)

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 05] 2/13: Technological Determinism and Selfies

Required Reading Before Class:

Langdon Winner, "Do Artifacts Have Politics?" *Daedalus*, vol. 109, no. 1 (Winter 1980), pp. 121-136.

Learning Objectives:

- Describe the arguments for and against technological determinism
- Analyze how *Black Mirror* engages with technological determinism
- Review Bloom's Taxonomy and the theory of constructive alignment
- Revise Learning & Skill Goal Setting

Learning Activities:

- Close reading of "Do Artifacts Have Politics?"
- Place Post-It Notes around the classroom of the politics of artifacts
- Watch and discuss *Black Mirror* episode "Be Right Back" (2013)
- Lecture on Bloom's Taxonomy
- Constructive alignment game
- In-class revision work with peer-to-peer draft exchange

Assessment:

- Revised Learning & Skill Goal Setting (10 pts)

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 06] 2/20: AI Image Categorization

Required Reading Before Class:

<https://www.theverge.com/tldr/2019/9/16/20869538/imagenet-roulette-ai-classifier-web-tool-object-image-recognition>

<https://www.excavating.ai/>

<http://www.fondazioneprada.org/project/training-humans/?lang=en>

Due at Beginning of Class:

Reading Reflection 1 (up to 20 points)

Learning Objectives:

- Understand how AI can be trained to “see” images
- Examine and discuss the promises and risks of AI image categorization
- Use rubrics for assessment
- Pick an activity to complete ahead of 2/27’s class on Digital Detox

Learning Activities

- Discuss the readings and personal experiences with AI image categorization
- Engage with a presentation on a creative project using AI image categorization
- Using cloud image storage software, construct an autobiographical narrative through AI image categorization
- Work collaboratively to use a rubric to assess the presentation
- Listen to the [“Bored and Brilliant” Interview](#)

Assessment:

- Autobiographical narrative image slideshow
- Brief description of Digital Detox plan (activity, date, time)

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 07] 2/27: Digital Detox (following Dr. Neta Alexander)

Required Reading Before Class:

Jenny Odell, "Introduction" and "The Case for Nothing," in *How to Do Nothing: Resisting the Attention Economy* (Brooklyn, NY: Melville House, 2019), 1-30.

Casey Newton, "The leader of the Time Well Spent movement has a new crusade," *The Verge*, April 24, 2019,

<https://www.theverge.com/interface/2019/4/24/18513450/tristan-harris-downgrading-center-humane-tech>

Due at Beginning of Class:

Reading Reflection 2 (up to 20 points)

Zine Submission (up to 30 points)

Learning Objectives:

- Examine arguments in favor of boredom
- Discuss the experience of a digital detox
- Understand the benefits of mindfulness meditation
- Articulate the pros and cons of mindfulness apps
- Develop a rubric to set goals for individual projects

Learning Activities

- Discussion of course readings in connection to individual experiences
- Lecture on rubrics for goal-setting and assessment
- Participate in 3-minute [mindfulness exercise](#)
- Work in small groups to identify and test 1-3 free mindfulness apps, and create a PowerPoint slideshow that includes text, screenshots, and animation effects to describe why the app(s) are or are not useful tools in the contemporary era

Assessment:

- Group PowerPoint slideshow
- Individual Project Rubric Draft

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 08] 3/5: Politics of Images

Required Reading Before Class:

Arielle Angel, "Picturing Power," *Jewish Currents* (Summer 2019),

<https://jewishcurrents.org/picturing-power>

Eszter Zimanyi, "Digital Transience: Emplacement and Authorship in Refugee Selfies,"

Media Fields Journal: Critical Explorations in Media and Space, January 6, 2017,

<http://mediafieldsjournal.org/digital-transience>

Due at Beginning of Class:

Reading Reflection 3 (up to 20 points)

Learning Objectives:

- Describe how selfies and other social media can be (mis)used politically
- Analyze how map-making is a form of power
- Create an action to challenge power through image, theater, and other strategies
- Revise rubric for individual project

Learning Activities:

- Discuss the risks and rewards of refugee selfies and activist image-making
- Watch [a video about maps](#) and work in small groups to examine several different maps of FAU and analyze their politics
- Play *Beautiful Trouble* Game
- Work individually and with a partner to revise rubrics for individual projects

Assessment:

- Individual Project Rubric Draft *Revised*
- Actions developed through *Beautiful Trouble* game

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

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[Week 09] SPRING BREAK

[Week 10] 3/19: Memes (Student-Led Class)

Due at Beginning of Class:

Bibliographic Paper Trail (2 points per entry)

[Week 11] 3/26: Surveillance (Student-Led Class)

[Week 12] 4/2: NO CLASS

[Week 13] 4/9: VR (Student-Led Class)

[Week 14] 4/16: Afro-Futurism

Required Reading Before Class:

Mark Dery, "Black to the Future," in *Flamewars: The Discourse of Cyberculture* (Durham, NC: Duke University Press, 1994)

Learning Objectives:

- Describe how Afro-futurism engages with media, culture, and technology
- Discuss the assumptions that shape our ideas of utopia and dystopia
- Compare how technology is represented in Janelle Monae's *Dirty Computer* (2018) and in *Black Mirror*

Learning Activities:

- Play utopia/dystopia game
- Create oracle deck card explanations with utopian and dystopian meanings
- Discuss course reading
- Watch and discuss *Dirty Computer*

Assessment:

- Oracle deck guidebook

Reflect: Did you achieve the LOs for today? Why or why not? How can you tell?

[Week 15] 4/23: Presentations of Individual Projects

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Syllabus Quiz

10 points, due in-class 1/16

Complete independently:

- 1.) When does Dr. Morse hold Student Hours and where can Dr. Morse be found at these times?
- 2.) What preparation do you need to do before the February 27th class session? Where will you find the required materials?

Complete each question below with a different classmate:

- 3.) Something came up & you can't meet one of the deadlines. What should you do? Classmate's name:
- 4.) What's the difference between freedom of speech and academic freedom? Classmate's name:
- 5.) What should you do in order to guarantee a passing grade in this course? Classmate's name:
- 6.) Craft a *basic* question that you can imagine a student might have to ask during the semester. Ask a classmate to find the answer based on the syllabus.

Question:

Classmate's name & answer:

- 7.) Craft a *truly bizarre* question that you can just barely imagine a student asking during the semester. Ask a classmate to find the answer based on the syllabus.

Question:

Classmate's name & answer:

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Learning and Skill Goal Setting

10 points, due in-class 1/23

1.) What is learning? How can you tell if you are approaching proficiency, proficient, or have mastery?

2.) Craft 2 questions about media, culture, and/or technology that you:

a. Would be excited to explore this semester

AND

b. Seem to require more than a single lesson to master

Pick 2 academic skills that you want to further develop this semester. Fill out this table:

Skill	What's most challenging about this skill?	What would improvement look like?

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Learning and Skill Goal Setting *Revised*

10 points, due in-class 2/13

1.) What is learning? How can you tell if you are approaching mastery? Write 3-4 sentences that use Bloom's verbs to complete this statement *I know that I am learning when I am able to:*

2.) Look back at your 2 questions about Media, Culture, and Technology; use Bloom's verbs to specify:
a. What learning activity you think will help you answer your question(s)
AND
b. What you'll be able to do after you develop an answer to your question(s)

Revise this table to give yourself a clearer sense of what kinds of actions would demonstrate either adequate or exceptional improvement in your chosen skills:

[Skill]	Adequate Improvement	Exceptional Improvement

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Media, Culture and Technology

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Dr. Nicole Erin Morse

Reading Reflections

up to 20 points each, due in-class 2/20, 2/27, 3/5

This is an opportunity for you to reflect on and analyze readings for the class in depth. For each of the three Reading Reflections, please pick one (1) course reading to date and write a reflective paper following the format below:

2-3 double-spaced pages

Times New Roman font 12-point

1-inch margins

MLA or Chicago-style bibliographic entry

If you submit each reading reflection following the formatting guidelines above, you will automatically receive 15 out of 20 points, or 75%. You can earn additional points in the following ways:

- ✓ Accurate and succinct summary of the reading's argument
- ✓ Clear articulation of the reading's assumptions
- ✓ Claim about the reading's relevance
- ✓ Appropriate and insightful connection to other course materials
- ✓ Generally correct mechanics, with few if any typographical errors and no spelling or grammatical errors significant enough to impede comprehension

You may use one of the following prompts or develop your own approach to analyzing the reading's argument, assumptions, relevance, and connections to other course readings.

- 1.) What is a crucial assumption that the reading makes about the nature of technology, and how does that shape its argument? Briefly note a reading from the course that provides a counterpoint because it has different assumptions about the nature of technology.
- 2.) How does the reading describe the relationship between technology and culture? Does one shape the other, or are they mutually constitutive—and why does that matter? Briefly note a reading from the course that provides a counterpoint because it has different assumptions about the relationship between technology and culture.
- 3.) Pick one reading that seems to be ahead of its time and describe how it anticipated technological developments of the contemporary moment, where its assumptions supported its ability to understand what has followed, and how its assumptions limited its ability to anticipate technological and cultural developments.

THIS SHEET WILL NOT BE SUBMITTED

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Zine Submission

up to 30 points, due in-class 2/27

This assignment substitutes for a mid-term. Submitting the assignment earns 23 points, and additional points are awarded for creativity, insight, rhetorical impact, and visual style.

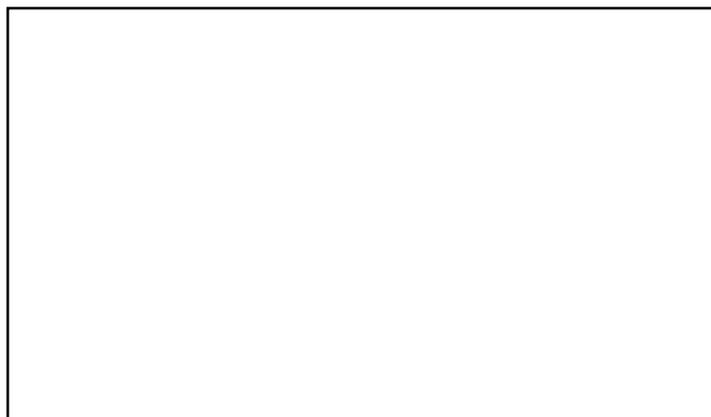
To prepare for this assignment & class on 2/27, choose one of the “Bored and Brilliant” challenges:

- Spending a day without using the camera on your phone
- Crafting an away message to spend a few hours away from all of your devices
- Deleting your favorite app (even if only for a day!).
- Ask a friend or someone you trust to change the password to the social media/ app you’re using most frequently and hide the new password from you for 24 hours

In addition to completing the challenge you select, between Feb 20 and Feb 27 spend **at least six hours without using your phone** or any other electronic device. These cannot be hours in which you attend classes, work, or sleep. Instead, you must dedicate a time when you can stop checking your email or social media accounts, avoid texting or talking on the phone, and avoid watching TV or films. You may do homework that doesn’t require internet access, housework, or similar activities. During that time, you will write a journal that can contain your thoughts, “pain points” (moments of boredom, urge to check your app, phantom pains), and any other thought that comes up. This journal is for your eyes only and you won’t be asked to share it with me or with anyone else. I invite you to use this as an opportunity to reflect on your habits, screen-time, and dependency on mobile technology.

Based on your experience, create a page for the class zine *Digital Detox*. As [the University of Texas Libraries notes](#): “A zine is most commonly a small circulation publication of original or appropriated texts and images. More broadly, the term encompasses any self-published unique work of minority interest, usually reproduced via photocopier.”

Your zine submission **must fit in the box below** and should in some way examine, express, interrogate, or explore your experience of doing a digital detox. For inspiration: [YouTube video](#), Google Image Search “Zine” or <https://thecreativeindependent.com/guides/how-to-make-a-zine>



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Collaborative Learning Questionnaire

Name: _____

When working in groups, I tend to: _____

My biggest concern about group work is: _____

What are your strengths? Check all that apply:

- Project/team management (organizing schedule, delegating work, making sure everyone's voice is heard, supporting and encouraging team members)
- Task completion (strong skills in focus and time management)
- Idea generation (brainstorming, thinking creatively, finding unusual solutions)
- Analysis (synthesizing, summarizing, and explaining things to others)
- Design (creating slides, proofreading text, packaging final product for submission)

What's an area in which you'd like to *gain* skills/experience? Check ONLY two:

- Project/team management
- Task completion
- Idea generation
- Analysis
- Design

Is there anyone in this class with whom you want to work? _____

Is there anyone in this class with whom you cannot work? _____

Which topic are you most interested in from weeks 10, 11, and 13?

Is there any week during the semester that you cannot present in class?

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Individual Project Proposal and Grading Rubric

Student Name: _____

Z Number: _____

Student FAU Email: _____

Title of Project:

Describe the course topics and research question(s) that have inspired your project:

Describe the activities you'll pursue in order to develop and complete this project:

Describe what a successful outcome of your project would look like. What will be examined, discussed, applied, created, and/or analyzed? **What will the final product be?**

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The top two fields express my aspirations/expectations for a successful project, and the remaining three fields are available for you to complete with your goals/expectations for yourself:

	Exceptional	Proficient	Inadequate
Ambition and scope	Project exceeds class activities in creativity, research, and/or product produced, not only demonstrating learning but contributing to our understanding of media, culture, and technology	Project resembles class activities but provides a unique slant or combination of issues/strategies to show originality of thinking in addition to demonstrating learning	Project replicates a class activity or otherwise retreads intellectual or creative territory; final product demonstrates learning rather than producing new knowledge
Diligence	Student not only meets expectations, but puts in the time and effort to allow the project to expand in dialogue with other classes, events, etc.	Student meets deadlines and goals and/or arranges to alter these if necessary, completing all required work	Student fails to meet some deadlines and goals without communicating about the need for changes