

7. Staffing requirements:

- a. Qualifications necessary for instructor MA or equivalent
- b. What staffing changes, if any, will be necessary to offer this additional course?

None

8. When will this course be initiated? Fall 2007 _____ How often will it be taught? Every 3rd Semeste

What sites are likely to offer this course? 50

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. Yes

If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.


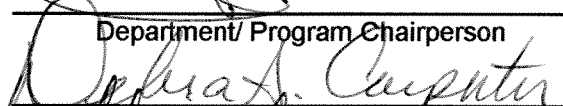
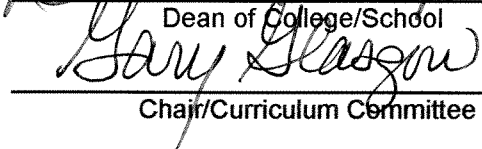
11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) Yes If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? None

13. What entities (department, college/school) have reviewed and approved this proposal?

Department

Signatures:

	1-22-07
Department/ Program Chairperson	Date
	1-23-07
Dean of College/School	Date
	1/30/07
Chair/Curriculum Committee	Date

Learning Outcomes
MEDC 4110 Media and Digital Culture

After having completed MEDC 4110, Analysis of Digital Culture, students will:

1. Become familiar with the distinguishing characteristics of digital culture
2. Develop an awareness of the impact of the form and format of digital media on communications strategy, style, and content.
3. Understand the impact of digital culture on the Mass Communications Model discussed in MEDC 1630
4. Identify quantitative strategies with which to analyze and discuss media messages conveyed over through digital media. The course will emphasize use of the Keys to Interpreting Media Messages:
 - a. Process
 - b. Context
 - c. Framework
 - d. Production values.
5. Develop an understanding of the emerging economic structure of digital media.
6. Explore the impact of digital media on the individual and society, focusing on:
 - a. Lifestyle
 - b. Identity Formation
 - c. Schisms between:
 - 1) Generations
 - 2) Traditional Cultures and Youth Cultures
 - 3) Social Class
 - 4) Urban/Rural
7. Examine new applications of digital technology
8. Using the methodology of Scenario Development, discuss new directions with respect to media in digital culture
9. Discuss the legal issues such as privacy and copyright created by the development of digital technology.

10. Demonstrate knowledge of content by conducting primary research that applies the qualitative methodologies to the study of digital culture.

Course Syllabus: MEDC 4110 Media and Digital Culture

Course Description: In this information age, new technologies are transforming the ways people talk to each other, what we can know, how we think about and relate to the wider world. But how to make sense of this rapidly changing media environment? This class focuses on approaches to understanding the social, political and legal implications of emerging technologies on society and individuals, the role of governments, corporations and citizens. The course will emphasize use of the “four keys” to interpreting media messages: process, context, framework and production values.

Students are responsible for weekly reading, written assignments, and final paper/presentation. Students will write a final paper on a Digital Literacy issue; topics must be approved by the instructor in advance. Topic proposals are due week 4.

Learning Objectives:

1. Become familiar with the distinguishing characteristics of digital literacy
2. Develop an awareness of the impact of the form and format of digital media on content.
3. Understand the impact of digital culture on the Mass Communications Model discussed in MEDC 1630
4. Identify quantitative strategies with which to analyze and discuss media messages conveyed over through digital media. The course will emphasize use of the “four keys” to interpreting media messages:
 - a. Process
 - b. Context
 - c. Framework
 - d. Production values.
5. Develop an understanding of the emerging economic structure of digital media.
6. Explore the impact of digital media on the individual and society, as well as new directions and applications of digital technology, using the methodology of Scenario Development
7. Discussing the legal issues such as privacy and copyright created by the development of digital technology.
8. Demonstrate knowledge of content by conducting primary research that applies the qualitative methodologies to the study of digital culture.

Required Reading:

Deep Focus, Andrew Blau

Culture and Politics in the Age of Digital Machines, Mark Poster

The Rise of the Network Society, Manuel Castells

In addition, students will read from a variety of stored and web-based sources, including newspaper and magazine articles; fiction and non-fiction; interviews and scholarly literature. A compilation of readings will be provided the first week of class.

In addition, students are expected to read the technology section of a major daily newspaper (e.g. *New York Times*, *Washington Post*, *Chicago Tribune*, *Los Angeles Times*) at least once a week, either in print or online.

Since this is a seminar, it is vital that students contribute regularly to class discussions. Come to class prepared, having done the reading and ready to incorporate the material into class discussions. Also, each week, a student will be responsible for writing one book review and presenting it in class; titles and deadlines to be determined by instructor.

Grade Distribution: 50% written work, 50% attendance and participation

Week One: Where are We Going and Where Have We Been?

- Introduction to course
- “A Wake-Up Call For Zombies”: Historicizing information technology
- Ways in which digital technology differs from analog and how this affects what is presented.
- Theoretical approaches to digital literacy

Week Two: The Wired Life

- Internet use and access
- How digital media affects audience behavior patterns (process).
- Finding information
- Evaluating information

Week Three: Virtual Reality

- Video: “The Matrix”
- MUDs, MOOs, MUSH’s
- Cultural context (worldview). The impact of digital technology on generational schisms
- Identity formation: Games and role-playing

- Gender

Week Four: Gatekeepers of Technology

- Corporatization: Information as a commodity
- Jurisdiction in cyberspace
- Censorship and free expression
- Privacy
- *Guest speaker*

Week Five: Virtual Voting Booth

- Digital democracies
- Cyber-soapbox
- Global movements

Week Six: Growing Up Connected

- Children and technology
- COPA
- “High Tech Heretics”: Resisting the Virtual Life

Week Seven: The Future’s So Bright...

- Explore the impact of digital media on the individual and society, as well as new directions and applications of digital technology, using the methodology of Scenario Development

- Imagining the future

Week Eight

Student Presentations

Grading Policy: During the semester, students are responsible for all reading and written work assigned by instructor. Papers are due on deadline and barring extraordinary circumstances, late papers will NOT be accepted. Absences and/or habitually arriving late to class will affect your final grade.