

The Art Institute of Atlanta

IMD 450 History of Communication Media

Section A, Fall 2005

Course Outline

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Please note: The contents of this course outline may be revised by the instructor during the quarter.
The changes may be made to improve and facilitate the students' achievement of the competencies for the course.

IMD 450 History of Communication Media

Section A

Course Outline, Fall 2005

COURSE DESCRIPTION

A survey of major events and development in the history of media based communication is the focus of this course. The course explores the relationship between technology and media development and explores the impact motion media and mass communication have on society and the economy. Students explore the evolution and future trends of interactive media.

Credits

4 Credits, 6 Hours

Prerequisite

IMD 320 Production Team

OBJECTIVES

Upon completion of this course, you should be able to:

- Identify major events and figures in the history of communication media
- Form connections between communication media developments and significant changes in society, politics, human behavior, and quality of life through out history
- Form theories on the future evolution of communication media and the way it will be used
- Discuss your own ideas about communication media history

COURSE INFORMATION

Textbooks

Levinson, Paul. (1997). *The Soft Edge: A Natural History and Future of the Information Revolution*. Routledge. ISBN: 0415157854

Library of Congress: Digital Future Lecture Series, <http://www.c-span.org/congress/digitalfuture.asp>

Supplemental Materials

Server space, and a stapler

Technology

Mac and/or PC computer, Internet connectivity, Printer
Adobe Photoshop, HTML editing software, Macromedia Flash, FTP application, Word-processing software

Course Online

<http://www.classbot.com/>

Room/time

	Day/Time	Room
Class:	Mon. 6-9:50 PM	416A

Instructor

Name:	Aarron Walter
Phone:	770-689-5006
Email:	aarron@classbot.com
Office hours:	Mondays, 4-6 PM Fridays, 4-5 PM

COURSE GRADING

The final grade will be based on the following scheduled activities:

Assignments

Activity / Assignment	Title	Points	%
Assignment 1	Discussion Questions (6 weeks)	100 each	10% each
Assignment 2	Presentation	200	20
Assignment 3	Interactive Story of History of Communication	200	20

Grading Scale

%	Grade	%	Grade	%	Grade	%	Grade	%	Grade
96-100	A	88-90	B+	78-80	C+	66-70	D+	=< 60	F
91-95	A-	84-87	B	74-77	C	61-65	D		
		81-83	B-	71-73	C-				

Submitting Assignments

The URL for digital assignments should be posted in the Class Bot drop box by the specified deadline. All assignments, paper or digital, should contain the following:

- Your Name
- Course number, name and section
- The school's name
- Instructor's name
- The academic term (ex. Fall 2005)

Late Assignments

Assignments submitted after the specified deadline will not be accepted and can not be resubmitted. If an assignment cannot be accessed online by the due date, it will not be accepted (resulting in a 0 for the assignment). If an assignment is not received on time, it cannot be resubmitted.

Grading Policy

Please note that per the department policy, in order to take the portfolio class and graduate, all students in the Interactive Media Design program need to have a grade of C or higher in all core courses (courses beginning with IMD).

Cell Phones

Before entering the classroom turn off your cell phone, sidekick or other wireless device. Anyone caught using a wireless device in the class will be asked to leave.

Email Notifications

Periodically, you will be sent email updating you on course changes, readings and deadlines. You will be expected to check your email on a regular basis to obtain this content. In addition, your assignment feedback will be emailed to you in PDF format. The email address you have entered in your Class Bot profile is automatically added to the class mailing list. Please see the instructor if you are unsure if your primary email address is in the mailing list.

AIA ATTENDANCE POLICY

It is the goal of this policy to improve the academic performance of students in the classroom by stressing the importance of course attendance and reinforcing the work-ready expectations of employers for employee attendance.

Students should be prepared to start the quarter the first day of classes and to drop/add courses early in the first week of the quarter to minimize absences.

The following attendance requirements are in addition to and amend those currently published in the AIA Student Handbook and Daily Planner.

Course Attendance Policy

- Students are required to attend all class meetings, to arrive on time, and to stay for the full duration of the class.
- Students arriving 20 minutes after the start of each class will be marked absent. Students who leave class before the class is over and without the approval of the instructor will be marked absent.
- Students who accumulate more than three absences may be dropped from the course and a grade of “FS,” Fail/Suspension, will be recorded for the course. Students who are suspended receive no refund for the course.

There are no excused absences. Students may verify their attendance with the instructor of the course. In the event a student is suspended from a course and believes an error in recording attendance has been made, he or she should first contact the instructor.

Attendance Appeals Process

Students may appeal a course suspension. Such appeals must be made in writing to the Registrar. Appeals will only be considered when the absences were beyond the control of the student and all absences are fully documented.

ACADEMIC HONESTY

As a member of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with any member of the college community, students must give an accurate representation of the facts at hand. Students are required to refrain from any and all forms of dishonorable or unethical conduct related to academic work. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not the product of the student's own efforts is considered dishonest. Engaging in academic dishonesty can have serious consequences for the students. Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Plagiarism
- Submission of the same work in two or more classes without prior approval of the faculty members of the classes involved.
- Submission of any work (full or partial) not actually produced by the student.
- Submission of any work without clear acknowledgement (reference/credit) of the original author or creator of work.

Students proven to have been dishonest in submitting or presenting their work in this class will receive the F (fail) grade for the class. Record of this incident will also be kept in the student's file. If such an incidence occurs and you would like to file a written appeal, you may do so with the academic director of the department.

DISCLAIMER

All work designed and developed in this class should carry the following statement (typically displayed at the bottom of the page):

This interactive media project was created by students for educational purposes at The Art Institute of Atlanta and is in no way intended for commercial gain or as a source of public information.

SCHEDULE

Date		Reading to be Completed Before Class	Assignments Due	Topic/Activity
Mon Oct 3 (wk 1)	Class			Review syllabus and course policies. Group exercise: Identify the major events in the evolution of communication media and develop a timeline of media history Discussion: how do you use media and consume content differently than your parents did at your age? In class reading: Seventeen magazine, <i>Generation Speed</i>
Mon Oct 10 (wk 2)	Class	Chapter 3, The Printed Authorship of the Modern World	Discussion Questions	Discussion: How has culture, society, politics, and our quality of life changed since Guttenberg? Watch David Weinberger's Library of Congress Digital Future Lecture
Mon Oct 17 (wk 3)	Class	Chapter 17: Electronic Watermarks	Discussion Questions	Student presentation of research topic. Discussion: Will authors, artists, and the like go broke if everyone freely exchanges their content? Is there a business model that can foster creativity?
Mon Oct 24 (wk 4)	Class	Chapter 16, Paper Futures	Discussion Questions	Student presentation of research topic. Discussion: If all content is being digitized, what is the role of paper media to us? Watch Brewster Kahle's Library of Congress Digital Future Lecture Wikipedia.com, Archive.org, and CreativeComons.org
Mon Oct 31 (wk 5)	Class			Panel Discussion: The state of media today and how we got here
Mon Nov 7 (wk 6)	Class	Chapter 10, Remedial Media	Discussion Questions	Student presentation of research topic. Discussion: Why do we continue to develop different media technologies? How are they enhancing or changing our lives.
Mon Nov 14 (wk 7)	Class	<i>The Wide Band of Censorship and Churchill, Roosevelt, Stalin and Hitler: Radio Heads</i> , pp. 81-90; Chapter 9, Survival of the Media Fit	Discussion Questions	Student presentation of research topic. Bring in examples of media used for political gain, one example from history, the other from present day). Photos, audio recordings, video, the written word or other media all offer examples. Discussion: Media can mobilize the masses for positive change. How can we use it effectively?
Mon Nov 21 (wk 8)	Class	Chapter 18: Artificial Intelligence in Real Life	Discussion Questions	Student presentation of research topic. Discussion: What methods of communication are we moving towards? What technologies

Date		Reading to be Completed Before Class	Assignments Due	Topic/Activity
				do we dream of? Watch Neil Gershenfeld's Library of Congress Digital Future Lecture
Mon Nov 28 (wk 9)	Class			Guest Speaker: Michael Hagel discusses the future of wireless media.
Mon Dec 5 (wk 10)	Class		Assign 3. Interactive Story of History of Communication	Presentation of Interactive Story of History of Media Communication

GENERAL DISCUSSION QUESTIONS

1. Why do we invent/develop new methods of communication? What are our goals?
2. What is the result of increased communication throughput, communication frequency, and communication speed? How are we positively and negatively affected?
3. What is Moore's Law? Why has the speed of major technological developments increased so dramatically in the past 100+ years?
4. Create a timeline of major technological developments starting from 1400 AD to present day. Describe their impact on society, culture, politics, education, and our perception of our self.
5. Why do radio, television, books, and the Internet all continue to thrive though in some respects they compete with one another? How do they serve us differently?
6. How does the notion of intellectual property change as communication becomes ubiquitous and instantaneous?
7. How will technology evolve in the coming century to help us better communicate?
8. How did the 1934 Federal Telecommunication Act and its establishment of the FCC (Federal Communications Commission) affect our first amendment rights today?
9. How has the notion of "monopolies of knowledge" change with the development of new communication technologies?
10. How was the development of Capitalism affected by the evolution of communication?
11. Explain what a remedial technology is and give examples.
12. What is the role of the printed document in the age of digital documents?
13. Is the free exchange of knowledge/content really a bad thing as is suggested by many major organizations and companies? How could it affect the technology, quality of life, and even the evolution of our species?
14. How can technology decentralize the control of knowledge and content? How could the role of the server change to facilitate free exchange of content?
15. Will authors, artists, and the like go broke if everyone freely exchanges their content? Is there a business model that can foster creativity?
16. If no one officially serves as "editor" of web content (blogs, wikis, etc), how can we trust this content as knowledge?
17. In an age of constant mass communication at rapid speeds, we have more content than the planet has ever seen, and the pace seems to be increasing. What do we do with all of this content? How do we archive it, organize it, edit it, and decide what is not worth keeping? Is there such a thing as a knowledge packrat?
18. How did the development of the printing press affect Martin Luther's reformation of the church and help fuel the Renaissance?

ASSIGNMENTS

Assignment 1. Discussion Questions (6 Weeks)

Each week we will have readings from the textbook *The Soft Edge: A Natural History and Future of the Information Revolution*, which will serve as the starting point for class discussion. Find a discussion partner to talk about the reading, and then create 2 discussion questions from your observations on the topics raised by the reading. Write your thoughts on each question. Share your questions with the class, spark discussion, and share your thoughts and observations. You may meet your discussion partner online via AIM, email, or in person.

You will be graded not only on the quality of your discussion questions and your own written response, but also on your participation in classroom discussion and your willingness to contribute.

Post your discussion questions and your observations on the class discussion board each week. Bring a printed copy of your questions and thoughts to class to help you start discussion.

Marking Criteria:

Total Points: /100

- Discussion Questions (40)
- Written Responses to Questions (30)
- Discussion Participation (30)

Assignment 2. Presentation

Research a topic of your choice relating to the history and development of communication media to be presented to the class. You may work individually or with a partner on this project. If you choose to work with a partner, your presentation quality should reflect the efforts of two people.

Present your research to the class (approximately 15 minutes) with a visual presentation using PowerPoint, Keynote, Flash, or HTML. Include relevant imagery, timelines, charts or other content that will help illustrate your topic. After your presentation, lead a 15 minute discussion about your topic. Create a brief handout for the class that summarizes the content you are presenting.

Propose your topic to the instructor no later than two weeks prior to your presentation.

Site your sources at the end of your presentation using MLA style.

Topic ideas include:

- Compare and contrast the design of a particular medium between multiple historic eras.
- Compare and contrast the ways in which passive and interactive media are used
- Compare and contrast the life and behavior of a 15 year old in 2005 and a 15 year old in 1940. How are they different because of communication media?
- How did the development of the printing press affect Martin Luther's reformation of the church and help fuel the Renaissance?
- How did the development of mass communication media affect the labor movement and/or the political sphere?
- The impact of Marshall McLuhan on contemporary media
- How does the notion of intellectual property change as communication becomes ubiquitous and instantaneous?
- How did the 1934 Federal Telecommunication Act and its establishment of the FCC (Federal Communications Commission) affect our first amendment rights today?
- How was the development of Capitalism affected by the evolution of communication?
- How has the notion of "monopolies of knowledge" change with the development of new communication technologies?

Marking Criteria:

Total Points: /200

- Quality of Research (50)
- Quality of Ideas (40)
- Assignment Requirements (20)
- Presentation to Class (50)
- Handout (20)
- Presentation of Content (20)

Assignment 3. Interactive Story of The History of Communication

Create an online, interactive story investigating a critical event or development in the history of communication media. Your project should engage the viewer with rich media that tightly interrelates to the content. This project should be both educational and entertaining. You may work with a partner if you like. If you do choose to work with a partner, your project should reflect the work efforts of two people.

Please discuss your topic with the instructor no later than the midterm of the course.

Marking Criteria:

Total Points: /200

- Content Quality (50)
- Interface Design (30)
- Media Integration (20)
- Innovative Approach (30)
- Aesthetics (30)
- Usability (20)
- Quality Assurance (20)

EXTRA CREDIT

Extra Credit Research Paper (up to 2% added to final grade)

Write a research paper minimum 400 words in length investigating one of the topics in the discussion question section of this syllabus. Your paper should cite at least three reference sources, using footnotes or endnotes and a bibliography in the MLA style (see MLA.org for style guidelines).

If you would like to research an alternative topic not listed above, please consult the instructor for approval.

Marking Criteria:

- Quality of Research and writing
- Spelling and Grammar
- Presentation and Citation Formatting