


bisia art techniques section c winter 2010 th 3:30-5:35 uw1 121	<div style="font-size: 48pt; text-align: center;">213</div>	Jentery Sayers  jentery@uw.edu  uw1-335  th 5:45-6:45
new media production: animating print texts		
>>>staff.washington.edu/jentery/213/<<<		

Welcome to New Media Production: “Animating Print Texts”!

New media, but how to make it?

This course’s primary aim is for you to have the time, space, and materials to acquire some basic technical competences in “new media” production. According to Lev Manovich (in *The Language of New Media*), new media are (1) composed of digital code, (2) modular collections of discrete elements, (3) highly automated, (4) variable, and (5) a blend of a “cultural layer” and a “computer layer” (27-48).

With this definition in mind, the course will be concerned less with conceptualizing new media and more with making, manipulating, and circulating it. Our meetings will be conducted in a computer-integrated classroom and will be module-driven. That is, the majority of class time will be spent working hands-on with new media instead of relying heavily on lecture. Since the course meets only once per week, for a little over two hours per meeting, we will narrow new media production to two domains: Adobe Flash (object-based animation software) and Audacity (an open-source audio editor). Given the possibilities that each domain affords, the course modules focus on animating print texts by taking an excerpt from an existing print poem, novel, or short fiction, digitizing it, and making it move.

By the end of the quarter, you should be able to produce your own, text-based Flash work, add sound to that work (using Audacity for audio editing), and assess (in writing) how effectively your work refashions a print text through a digital medium. To this end, you will develop your own Flash project over the course of the quarter, offer written and verbal feedback on the work of your peers, and circulate your project for others to modify.

There is no textbook for the course. The course modules on new media production will be circulated via a class website (staff.washington.edu/jentery/213/) and examples of new media (e.g., Flash poetry) will be engaged in class.

Both Flash and Audacity are available on the computers in the classroom and elsewhere on campus, and no existing technical competences in Flash or Audacity are required for enrollment in the course.

Why refashion print through something like Adobe Flash?

By refashioning a print text through software like Flash and Audacity, you will:

- Become familiar with how a given medium influences how people make knowledge from information and its design.
- Learn how refashioning texts is more than a technical matter—it’s an act of interpretation, too.
- Use media as a space for collaboration, critique, and critical thinking.
- Determine how new media are currently influencing perceptions of print (and vice versa) and might be used in academic projects and research.
- Develop competences in how to assess your own new media work, including how you could improve it and to what effects.

These five points about refashioning will be the focus of the course, which is project-based.

Wait, what's "project-based" mean?

In this class, you will draft, execute, revise, and share your own new media project, where you will refashion a print text using Adobe Flash and Audacity. Your project will emerge in steps, which will include opportunities for you to comment on your peers' projects, receive feedback from them and me, and experiment with ideas.

By the quarter's end, you should:

- At a novice level, become familiar with how to manipulate and animate text in Adobe Flash, as well as edit audio files in Audacity.
- Refashion a print text using Flash and Audacity and explain, in writing, how that refashioning affords new ways for audiences to perceive and interpret the text.
- Periodically share your work with your peers, provide constructive feedback on their projects, and—at the quarter's end—articulate how you could improve your project if given more time and materials.
- Demonstrate, in communications with me and your peers, an understanding of how to blend technical competences in new media production with critical approaches to texts.

Note that these learning outcomes should allow you to work with a text of your choice and refashion it in a way that you deem fitting. While I will not tell you which texts, exactly, you should refashion, you will be expected to explain why you chose the text you did. Here, my suggestion is that you select a text that you like and with which you are familiar. That way, you will likely be more invested in your project.

Based upon these outcomes, your work will be graded as follows:

- **Class participation (40% of the grade):** Class time will include hands-on modules on Flash and Audacity, group conversations, short talks, workshops, and critiques. Aside from these components, the class participation grade will also include the timeliness of your work, your preparedness for class, and the quality of your collaboration with your peers.
- **Individual project (60% of the grade):** Your individual project will consist of five primary stages (i.e., thought piece, needs assessment, mid-quarter evaluation, final presentation, and final assessment). Together, these five stages will comprise your portfolio for the course. That portfolio will be graded holistically (that is, it will receive one grade, rather than each stage receiving its own grade). Any stage of your portfolio can be revised after you receive feedback from me. In my feedback, I will provide guidelines for revision.

These two components of the class will each be graded on a 4.0 scale and then, for your final grade, averaged according to the percentages I provide above.

What are the course materials or textbooks?

There is no textbook for the class. The course material consists mostly of modules on new media history, theory, and practice. The modules are subject to change based upon how the course is progressing, what questions and issues emerge, and what become the investments of the class. Generally speaking, a single module will take one class period (roughly two hours), with a bit of the class dedicated to lecture and conversation and most of it to technical application. What I ask of you, then, is to review each module prior to class (including the links provided), actively participate during class, and chat with me whenever questions or concerns arise.

Other than the modules, the bulk of out-of-class reading, studying, and research will be project specific. For your individual projects and with advice from your peers, I will work with you (in class, during office hours, and by appointment) to help you determine what texts, materials, and methods you might consider for your project.

Occasionally, I will ask you to read a tad between classes in order to prepare for a module. Those readings will be provided in class or via the class listserv.

While we will be using Adobe Flash and Audacity in the class, I will not ask you to acquire either software for your own, personal use. Instead, I will allocate what I find to be a reasonable amount of class time for you to pursue your project. However, if you have the money and the interest, then you might consider purchasing Flash. Of note, Audacity is freeware. With that in mind, you might consider downloading it for out-of-class use.

Where's the calendar?

First off, it's subject to change and quite elastic. That said, I provide it via a Google calendar, which is available via the course website (staff.washington.edu/jentery/213).

During class, I will generally announce what we'll be attending to in the next few classes. I often echo that in-class announcement with an email to the class listserv. In advance, thanks for your willingness to be flexible here. As an instructor, I find that flexibility pays off for both students and me.

What are the course policies?

>>> Participation

Since conversations are essential to the quality of this class, I expect that we shall work together to create an atmosphere of respect. College level discourse does not shy away from sensitive issues, including questions of race, gender, class, sexuality, politics, art, and religion, and neither will we. There are going to be differences in opinions, beliefs, and interpretations when we question texts, media, and cultural issues. You need not agree with the arguments in what we read or with what others—including me—have to say. In fact, it is important to think critically and question approaches. Still, you must do so intelligently and with respect. Respect for difference is instrumental to creating a classroom in which a variety of ideas can be exchanged and points of view can be explored.

What is crucial to this class is that you are comfortable participating in the course. If for whatever reason you are not, then please talk with me. I understand that some people are more comfortable speaking in the classroom than others. That said, individual meetings with me and engaged conversations by email will also improve your participation grade.

>>> Attendance

While I do not take attendance, attending BISIA 213 will greatly enhance your chances of submitting a persuasive final project, learning about the material, engaging in modules, collaborating with others, and sharing your ideas.

Communication is key. If possible, then get in touch with me before you miss class, but most certainly after. I am not a detective. I will not hunt you down to tell you what you missed. Please rely on your peers and the course site for that information. Thanks!

>>>Late Work

The best policy is to never turn anything in late. But things happen. The things to remember are:

- If you are falling behind, then just talk with me. We can make arrangements.
- Late work decreases your participation grade. The later the work, the greater the decrease.
- If you miss class when something's due, then just submit it ASAP.
- Assignments that are not turned in by the beginning of class on the due date are considered late and decrease your participation grade. However, you still need to complete and submit late work, as your project portfolio must include all five stages of the process.

>>> Incompletes

According to University Policy:

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given. Undergraduate students must not re-register for courses in which they have received an Incomplete, since a grade earned in a repeat course will not be recorded as an Incomplete conversion grade. To obtain credit for the course, an undergraduate student must convert an Incomplete into a passing grade no later than the last day of the next quarter. An Incomplete, not made up by the end of the next quarter, will be converted to the grade of 0.0 by the Registrar, unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded, if the incomplete work is not completed. The original Incomplete grade is not removed from the transcript. An instructor may approve an extension of the Incomplete removal deadline by writing to the Graduation and Academic Records Office, no later than the last day of the quarter, following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade.

In no case can an Incomplete, received by an undergraduate, be converted to a passing grade after a lapse of one year.

>>> IAS Learning Objectives

Undergraduate students in Interdisciplinary Arts and Sciences (IAS) focus on four core learning objectives: critical thinking; collaboration and shared leadership; interdisciplinary research; and writing and presentation. These learning objectives are developed and documented through the IAS degree portfolio process, a process that begins with the program core course and concludes with the senior seminar or capstone.

At <http://www.uwb.edu/ias/portfolio/learningobjectives>, you will find more detailed descriptions of how IAS defines these four learning objectives. These definitions are shaped by an annual review of IAS student degree portfolios, faculty classroom assignments, and transcripts of focus groups with graduating seniors.

As a reminder, IAS is a portfolio-based program. As such, I recommend that you retain all of the material from this course, including my comments, suggestions from your peers, the stages of your project, and multiple versions of your project as it emerges.

>>> Plagiarism & Academic Integrity

According to University Policy:

Students are expected to meet the traditional standards of honesty and truthfulness in all aspects of their academic work at UW Bothell. In particular, all work submitted to an instructor in fulfillment of course assignments, including papers and projects, written and oral examinations, and oral presentations and reports, must be free of plagiarism. Plagiarism is using the creations, ideas, or words of someone else

without formally acknowledging the author or source, through appropriate use of quotation marks, references, and the like. Student work in which plagiarism occurs will not ordinarily be accepted as satisfactory by the instructor and may lead to disciplinary action against the student submitting it. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

See the UWB General Catalog, the documents you signed upon admission to IAS, and the policy statements at <http://www.uwb.edu/academic/policies/academic-conduct> for crucial information regarding academic integrity. The library also has an extremely useful website with resources at www.uwb.edu/library/guides/research/plagiarism.html. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

How can students find help with 213 and find other support on campus?

>>> Office Hours and Appointments

My winter quarter office hours are Thursdays, 5:45-6:45 p.m., or by appointment (preferably on Thursdays), in UW1-335.

>>> E-mail and Class Listserv

You can e-mail me at jentery@uw.edu. I will generally respond to e-mail within twenty-four hours, unless I am out-of-town giving a talk or the like.

The course listserv is [bisias213c_wi10@u.washington.edu](mailto:bisia213c_wi10@u.washington.edu). When you send an e-mail to it, everyone in the class will receive your message. Remember: if I send a message via the listserv (which I will do about once per week), reply to me (jentery@uw.edu) and not the listserv, unless you want everyone on the list to read your e-mail.

>>> Information Technologies

The University of Washington Bothell provides a broad array of computing resources and services to all students. These resources are made available through Information Technologies (IT). Additional resources may be available within various programs and departments at UWB, or may be maintained at the main campus in Seattle.

For more, visit <http://www.uwb.edu/computing/students/>.

>>> Counseling Services

The counseling offices are now located in UW1-181 and UW1-183. To set up an appointment, please call (425) 352-3183 or stop by the reception desk in UW1-173.

Confidential, short-term Personal Counseling is available to currently-enrolled UW Bothell students free of charge. Students may utilize counseling for a wide range of personal concerns such as:

- Anxiety
- Depression
- Relationship difficulties
- Adjustment issues

All services are offered in a safe and supportive environment.

>>> The Writing Center

The University of Washington Bothell Writing Center supports student writing in all academic programs by providing face-to-face and online consultations for both individuals and groups, as well as workshops and classroom instruction.

The Center is located in UW2, room 124. You can contact them by phone at 425-352-5253 or by email at uwbwrite@uwb.edu.

>>> The DSS

If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at (425) 352-5307, (425) 352.5303 TDD, (425) 352.3581 FAX, or at dss@uwb.edu. After an initial intake appointment, you should be prepared to provide documentation of your disability in order to receive assistance. See www.uwb.edu/students/services/dss/index.xhtml for more information.

I can work with the UW Disability Support Services office (DSS) to provide what you require. I am very willing to take suggestions specific to this class to meet your needs. The course syllabus, prompts, and modules are available in large print, as are other class materials.

The University of Washington Disability Support Services office (DSS) is firmly committed to ensuring that qualified students with documented disabilities are provided with an equal opportunity to participate in the variety of educational, recreational, and social opportunities available at the University. The primary functions DSS performs towards this objective are the provisions of academic accommodations for students with a documented, permanent or temporary physical, mental, or sensory disability; resource and referral information; and advocacy support as necessary and appropriate. (Non-academic accommodations must meet the same standards regarding documentation, but are provided by the Disability Services office on campus. See DSS staff for contact information.)

Academic accommodations for each student are determined on an individual basis with input from the diagnostician or physician (usually from the diagnostic report), the student and the Counselor or Director of the DSS office. Types of accommodations that may be provided include, but are not limited to:

- Notetaking
- Scribe Service
- Books on Tape
- Sign Language interpreters
- Room relocations/furniture substitutions
- Priority registration
- Additional time on exams
- Adaptive technology
- Private testing room

>>> My Contact Information

University of Washington, Bothell
Interdisciplinary Arts & Sciences
Box 358530
18115 Campus Way NE
Bothell, WA 98011-8246

jentery@uw.edu
Office: UW1-335
Office Hours: Thursdays, 5:45-6:45 p.m., or by
appointment (preferably on Thursdays)

Thanks! And please let me know what questions or concerns you have! In the meantime, I'm looking forward to this quarter!