**MSP 4541: Mobile Media**
CRN 30830
3.0 Credit Hours (i.e. expect 6 hours out of class work each week)
Wednesday, 5:30-8:00pm
Annenberg Hall 302
Fall 2018

**Instructors:**

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|---|---|
| Prof. Laura Zaylea | Prof. Adrienne Shaw |
| Phone: 215.204.3433 | Phone: 215.204.6201 |
| Email: *Laura.Zaylea@Temple.edu* | Email: *adrienne.shaw@Temple.edu* |
| Email hours: 1-3pm T-Th | Email hours: 11am-1pm M-F |
| Office Location: Annenberg 203b | Office Location: Annenberg 203a |
| Office hours (sign up on Canvas calendar for a meeting):  Wed 3-5pm | Office Hours (sign up on Canvas calendar for a meeting): Wed. 3-5pm |

**Course Description:**
**From the TU Course Catalog:** Mobile technology is an increasingly important tool for modern communication. This course will take a critical exploration of the role of mobile communication in public life, in part by having students design their own mobile media. Throughout the course, we will explore the societal impact of mobile communication so that students can gain a deeper intellectual understanding of mobile communication in public life and its impact on issues such as social interaction, identity, privacy, sense of place, and surveillance. During the class examples of mobile media applications and services will be introduced. The course consists of conceptual and theoretical teachings, but also includes many practical and hands-on elements in the form of demonstrations of real-life mobile applications, conducted studies and projects. To teach preliminary practical mobile media production skills there will be exercises in mobile application concept design and in mobile application research.

**Goal:** Students will gain a deeper understanding of theoretical and empirical approaches to mobile media and their impact on various aspects of contemporary life through original research and creative projects.

**Course Objectives:**
- Introduce theories and empirical research on mobile communication technologies
- Understand the history and politics of mobile technologies
- Research specific topics related to the course
- Write essays that connect course materials to specific topics
- Gain hands-on experience with creating a mobile media project
- Create an environment for productive critique and feedback
- Discuss scholarly readings and contemporary examples of their topics
- Tie in critical theories and research with hands-on production work

## Assignment Types:

There are three main assignment types for this course, worth a total of 1000 points. You can find them listed by due date in the "modules" of the course on. There you will find the detailed instructions for each assignment as well as information on where/how it is submitted.

1. **Regular participation (300 points):** This includes attendance (100 points), in class engagement (100 points), discussion questions (50 points), and out of class account set ups and trainings/quiz (25 points each). You are expect to do the readings each week and come to class prepared to discuss them, including the ones lead by your classmates.

2. **Individual Assignments: Semester Project (300 points):** In addition to completing a survey to help determine your group assignment (10 points), you have three essay assignments (a draft for 50, two for 100 points each) and one short annotated bibliography (40 points) due throughout the semester related to your semester project. Details for each are on Canvas.

3. **Final Project (400 points):** In addition to these regular assignments, your final project has been broken up into smaller mile-stone assignments. Detailed instructions for each are on Canvas.
   a. Discussion leading (25 points)
   b. Preproduction binder (50 points)
   c. Outline and full episode one (50 points)
   d. Drafts of episodes (50 points)
   e. Presentations (25 points)
   f. Full episodes (200 points)

**You can use Canvas to see a clear break down of assignments, points values, and use the "what if" tool to gauge your final grade.**

## GRADES:

Using the scale enumerated here, grades are determined:

| | | | |
|---|---|---|---|
| A  93-100 | B  83-86 | C  73-76 | D 63-66 |
| A- 90-92 | B- 80-82 | C- 70-72 | D- 60-62 |
| B+ 87-89 | C+ 77-79 | D+ 67-69 | F Below 60 |

## SYLLABUS CHANGES:

Because we are dependent on technology and because we are human, there are some situations in which it might become necessary to change or adapt projects, in-class engagements and related course schedules. This syllabus, its assignments and related course calendars are subject to reasonable change and adaptation with the understanding that the changes shall not be punitive in nature and do not significantly interfere with the successful completion of course objectives. Any update to the course syllabus will be announced in class, posted on Canvas and/or announced via Temple University email.

**Required Readings:** Readings for each week are available on Canvas under that week's module. The schedule also appears at the end of this syllabus. All readings are due on the date they are listed at the end of this syllabus.

**IMPORTANT NOTICE:** Your instructors are co-teaching two courses this semester (this one and MSP 5547: MA Project Workshop), both of which focus on research grounded production projects. This will be one of five sessions where both classes will meet in Annenberg 302 to go over material that is important for all students.

**Fall 2018 Academic Calendar:** Per the academic calendar, the last day to add/drop a full term 16-week course is Monday, September 10th. The last day to withdraw is Tuesday, October 23rd.

| Course Schedule | | | |
|---|---|---|---|
| Date | Topics | Due before Class | Due that Friday by 11pm |
| Aug. 29 | Introductions | | Set up Slack accounts |
| Sept. 5 | Topics/Themes Overview | See Reading List<br>Discussion questions (x2 by 3pm) | Survey for Topic Choice |
| Sept. 12 | Project and Tech Overview | See Reading List<br>Discussion questions (x2 by 3pm) | |
| Sept. 19 | Mobile History | See Reading List<br>Discussion questions (x2 by 3pm) | |
| Sept. 26 | Accessibility | See Reading List<br>Discussion questions (x2 by 3pm) | Mobile History Essay |
| Oct. 3 | Theory and Practice: Critical Making | See Reading List<br>Discussion questions (x2 by 3pm) | Video tutorial and quiz |
| Oct. 10 | Tools and Methods | See Reading List<br>Discussion questions (x2 by 3pm) | Preproduction Binder |
| Oct. 17 | Mobility and Space | See Reading List<br>Discussion questions (x2 by 3pm)<br><br>Group 1a and 1b leading discussion | |
| Oct. 24 | Social Interaction | See Reading List<br>Discussion questions (x2 by 3pm)<br><br>Group 2a and 2b leading discussion | |
| Oct. 31 | Project Check In | Outline and Full episode one | Individual annotated bibliography |
| Nov. 7 | Surveillance and Sousveillance | See Reading List<br>Discussion questions (x2 by 3pm)<br><br>Group 3a and 3b leading discussion | |
| Nov. 14 | Identity | See Reading List<br>Discussion questions (x2 by 3pm)<br><br>Group 4a and 4b leading discussion | Reflection paper draft |
| Nov. 21 NO CLASS THANKSGIVING BREAK | | | |

| Nov. 28 | Finalizing Projects | Drafts of all episodes due | |
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| Dec. 5 | Presentations | Presentations | Final episodes due |

Your final reflection paper is due **DECEMBER 14 by 11pm via Canvas.**

## Reading List

**September 5:**  Topic/Themes Overview
- Ling, Rich and Donner, Jonathan. (2009). *Mobile Communication*. Malden, MA: Polity Press. Chapter 3-5.
- Gillespie, Marie, Osseiran, Souad, and Cheesman, Margie. (2018). Syrian refugees and the digital passage to Europe: Smartphone infrastructures and affordances. *Social Media and Society*. First published March 2018. DOI: https://doi.org/10.1177/2056305118764440

**September 12:** Project and Tech Overview
- Pullinger, Kate. (2017). *Jellybone* https://www.oolipo.com/stories/jellybone (app download required)
- Cannizzaro, Danny and Gorman, Samantha. (2016). *Pry* http://samanthagorman.net/Pry (app download required)
- Bigelow, Alan. (2011). *ABCs of UFOs.* http://webyarns.com/category/html5-works-2/
- Montfort, Nick. "Interactive Fiction." *Electronic Book Review*, 2005, http://electronicbookreview.com/essay/interactive-fiction/

**September 19:** History
- Farman, Jason. (2012). "Historicizing Mobile Media: Locating Transformations of Embodied Space," in N. Arceneaux & A. Kavoori (Eds), *The Mobile Media Reader.* New York: Peter Lang. P. 9-22.
- Goggin, Gerard. (2006). *Cell Phone Culture: Mobile technology in everyday life*. London: Routledge. Chapter 2, 19-40.
- Jin, Dal Young. (2018). Evolution of Korea's mobile technologies: A historical approach. *Mobile Media and Communication* 6(1): 71-87. http://journals.sagepub.com/doi/full/10.1177/2050157916651306

**September 26:** Accessibility
- Goggin, Gerard. (2006). *Cell Phone Culture: Mobile technology in everyday life*. London: Routledge. Chapter 5, p. 89-103.
- Sahasrabudhe, Shrirang, Singh, Rahul, and Heath, Don. (2016). Innovative affordances for blind smartphone users: a qualitative study. I31st Annual International Technology and Persons with Disabilities Conference Scientific/Research Proceedings. Retrieved from http://scholarworks.csun.edu/handle/10211.3/180121
- Alper, M. and Goggin, G. (2017). Digital technology and rights in the lives of children with disabilities. *New Media and Society* 19(5): 726-740

**October 3:** Critical Making
- Sengers, Pheobe, Boehner, Kristen, David, Shay, and Kaye, Joseph 'Jofish.' (2005). Reflective Design. *AARHUS '05 ACM.*
- Sengers, Phoebe and Gaver, Bill. (2006). Staying open to interpretation: Engaging multiple meanings in design and evaluation. *DIS 2006 ACM.*

**October 10:** Tools and Methods
- Phillips, Andrea. (2012) A Creator's Guide to Transmedia Storytelling. New York, NY: McGraw-Hill Education. 55-68, 119-126
- Murch, Walter. (2001) *In The Blink of an Eye: A Perspective of Film Editing, 2nd Edition.* Hollywood, CA: Silman-James Press, 17-20
- Cristiano, Giuseppe. (2007) Storyboard Design course. Hauppage, NY: Barron's Educational Series, Inc, 10-31
- Please see Canvas for links to Lynda.com videos

**October 17:** Mobility and Space
- Chan, Dean. (2008). "Convergence, Connectivity, and the Case of Japanese Mobile Gaming." *Games and Culture*. 3(1): P. 13-25.
- Kakihara, Masao & Sorensen, Carsten. (2001). Expanding the 'Mobility' Concept. *SIGGROUP Bulletin, 22*(3), 33-37.
- Gazzard, Alison. (2011). "Location, location, location: collecting space and place in mobile media." *Convergence*. 17(4): p. 405-417
- Liao, Tony & Humphreys, Lee. (2014). Layar-ed Places: Using Mobile Augmented Reality to Tactically Re-Engage, Re-Produce, and Re-Appropriate Public Space. *New Media & Society* 17(9): 1418-1435.

**October 24:** Social Interaction
- Humphreys, Lee. (2012). "Connecting, Coordinating, Cataloguing: Communicative Practices on Mobile Social Networks," *Journal of Broadcasting & Electronic Media*, 56:4, 494-510.
- Humphreys, Lee. (2016) Involvement shield or social catalyst: Thoughts on sociospatial practice of *Pokémon GO. Mobile Media and Communication* 5(1): 15-19.
- Turkle, Sherry. (2008). "Always-On/Always-On-You: The Tethered Self." In Katz, J. E. (Ed.). *Handbook of Mobile Communication Studies*. Cambridge, MA: MIT Press. P. 121-137.
- Liu, Xun, Liu, Xinchuan, and Wei, Ran. (2014). Maintaining social connectedness in a fast-changing world: Examining the effects of mobile phone uses on loneliness among teens in Tibet. *Mobile Media and Communication* 2(3): 318-334.

**November 7:** Surveillance and Sousveillance
- Humphreys, Lee. (2010). Who's watching whom? A study of interactive technology and surveillance. *Journal of Communication.* 61(4). P. 575-595.

- Marwick, Alice. (2012). "Public Domain: Surveillance in everyday life." *Surveillance & Society*. 9(4): 378-393.
- Mann, Steve. (2013, September 26). "MannGlass, SpeedGlass, GOOGlass, and "The Veillance Contract."
- Bock, Mary Angela (2016). Film the Police! Cop-Watching and its embodied narratives. Journal of Communication 66(1): 13-34.

**November 14:** Identity
- Zhang, Yanqing and Juhlin, Oskar. (2016). The "life and death" of great Finnish fashion phones: A periodization of changing styles in Nokia phone design between 1992 and 2013. *Mobile Media and Communication* 4(3): 385-404.
- Ganito, Carla. (2010). "Women on the move: the mobile phone as a gender technology." In Comunicação & Cultura, 9, p. 77-88.
- Wagner, Rachel. (2013). "You are what you install: religious authenticity and identity in mobile apps." In Campbell, H. (Ed.) *Digital Religion: Understanding religious practice in new media worlds*. London: Routledge. P. 199-206
- Nag, Wenche. (2018). Music streams, smartphones, and the self. *Mobile Media and Communication* 6(1): 19-36.

**COURSE POLICIES:** There are more detailed descriptions of the late assignments, attendance, disabilities and accommodations, and inclusivity policy available on Canvas.

**ABSENCE and Lateness Policy:** Missing class happens, for a lot of reasons. If you are not in class, however, you cannot engage with the course. For these reasons you are allowed ONE absence before your grade is affected (no documentation necessary). Two late arrivals (more than 10 minutes after class starts) or early departures will count as 1 absence (and if you arrive late and depart earlier from a single class session you will be counted as absent for that session). Use your "freebie" wisely. If you are absent or late, it is your responsibility to catch up by asking a classmate for notes, completing assignments, or scheduling a meeting your instructors.

**Late Assignments:** Due dates are in place to structure the course and to help all of us organize our time. There is also a time after which an assignment can no longer meet its pedagogical goals. For that reason, **assignments due in or before class (see schedule) AND group assignments cannot be accepted late.** For other individual assignments, we are willing to grant you a **negotiable, no penalty extension** if you contact us by the due date/time. When writing (**to both of us**) indicate what date/time you plan on submitting the assignment. We retain the right to tell you if the extension is unacceptably long but until you hear from us assume the extension is granted. Note, however, that if you do not submit the assignment by the scheduled deadline we cannot guarantee you will get comments on your assignment (just a score/grade). If you do not contact us

OR fail to meet your proposed extended deadline, you will receive a zero for the assignment (no exceptions).

**Inclusivity Policy:** There is an inclusivity policy on Canvas. You will be asked to sign this at the start of the semester, committing yourself to promoting a safe and inclusive classroom for all students, guests, and instructors.

**Behavior and Technology Policy:** Laptops, tablets and phones are allowed only during designated activities. Unrelated activities (i.e., reading newspapers/Facebook/Twitter/etc., sleeping, doing work for other classes, etc.) are never allowed. You are expected to treat all members of our class as well as the classroom environment and all production gear with respect at all times. All non-active participation will count against your participation grade.

**Accommodations:** The need for accommodations should never get in the way of your access to education. We will do our best to work with any student who requires accommodations and to minimize the access barriers posed by course structures and materials. If you have any physical, cognitive, or economic need for accommodations, email us at the start of the semester. You might also contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex for additional assistance.

**Academic Honesty/Originality of work:** Plagiarism is the representation of someone else's ideas, quotations, or research as your own. It is a form of theft. Passing off someone else's work as your own is a failing offense in the classroom, and a firing offense in the professional world. Violations or attempted violations of academic honesty include, but are not limited to, cheating, fabrication, and plagiarism. You should not be submitting work for this class that was originally completed for another class. All written assignments must enclose directly quoted material inside quotation marks, include in-text parenthetical citations for all material drawn from another source (including direct quotations, summaries, and paraphrased material), and include a works cited list. All citations must be formatted in APA (American Psychological Association) style. It is worth noting that plagiarism and academic dishonesty are not limited to written text. Using copyright-protected music, images or video clips without proper citations and/or unauthorized collaboration without prior approval and/proper credits is also a form of academic dishonesty. If you have questions about what can or cannot be included in a project, or how to properly cite material, please speak with the course instructors *before* the project is due. **PLAGIARISM IS NOT TOLERATED AND WILL CONSTITUTE AN IMMEDIATE FAILURE OF THE ASSIGNMENT AND POSSIBLY THE COURSE.** Instances of plagiarism and/or cheating will be reported to the University Disciplinary Committee at our discretion. Students with questions about University policy on academic honesty should refer to the "Student Responsibilities" section of the Temple University Undergraduate Bulletin:  http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/

**Conduct Code:**  Individuals enrolled in this course are expected to conduct themselves in a civil and respectful manner, both toward their instructor and fellow students.  In accordance with Temple's Student Conduct Code (Policy Number: 03.70.12), acts of misconduct for which students are subject to discipline include, but are not limited to, intentional interference with or disruption of class as well as behavior or conduct which poses a threat to the mental, emotional, or physical well being of self or others.  Non-compliance, interference or resistance to this code is considered actionable when a student fails to comply with a reasonable verbal or written instruction or direction given by a University employee (e.g. instructor, teaching assistant or staff member).  In such cases of violation, it is the University employee's right and responsibly to seek out the appropriate sanctions (e.g. suspension, separation, probation, enrollment restrictions, or expulsion from the University) pursuant to the conduct code polices.

**Student and Faculty Academic Rights and Responsibilities Policy:** Freedom to teach and freedom to learn are 2 inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02