Professor: Vicki Callahan  
Wednesday, 4:00 – 5:50 pm  
Office: SCI 101H  
Office Hours (TBA and by appointment)  
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Course wiki: on the IML portal

**Course Description**

Introduction to digital scholarship at the graduate level, with a focus on media research ecologies, online media tools, and distributed scholarly presence. The class blends theory and practice, and spends equal time with each, although some weeks may be spent more on one or the other as appropriate.

The course will investigate the key components essential to scholarly activity – research, analysis, writing, teaching, and collaboration – with respect to what changes with the turn to the digital. Are these changes of degree only or do they mark a paradigm shift in scholarship and indeed the mission of the university?

We explore how digital tools and tactics shape the possibilities of academic discourse today. From wiki-storming, the video-essay, social media (twitter, blogs, etc), and online journals that feature multimedia scholarship, how do these digital tools impact a scholarly profile, academic discourse, and public debate? The online scholarly turn offers opportunities for new forms of writing, scholarly collaborations, and civic engagement while also presenting challenges around questions with regard to institutional and self-censorship. Our work will include interventions in academic/public discourse (FemTechNet, MediaCommons) as well as a final project directed toward the completion of a scholarly multimedia work focused on publication and ready for the peer review process.

**Books (available from Amazon, please order after first session meets!)**


**Other readings available on course wiki**

**Hands-on Lab Component**

All classes at the MA+P integrate multimedia authoring and theory. We will spend approximately half of our time in intensive discussion, and the other half learning while doing as we employ the applications and platforms under discussion.
**Grading Breakdown**

60%  
- 3 projects, 20% each
  - Social Media Project, Parts 1 and 2 (10% each)
  - Scholarly Video Essay
  - Final Multimedia Project (publication targeted and peer review ready)

15% Peer Review

25% Weekly posts

**Assessments:** Students in this course will be expected to unite theory and practice, and student work will be assessed in both of these areas. In addition, all MAP projects are gauged by the following criteria:

- conceptual core
- sources (+ attributions)
- technical efficacy
- controlled design decisions

**Please Note Online, In-Class Etiquette:** It is very important that our class time is quality time and that we can work as a focused collaborative unit while often working on line as part of our class. Therefore do not use any online time in class for personal communication not related to class – no messaging, mail, Facebook updates, cell phones etc. If for some reason you feel some urgent need to do this or have an emergency message (this includes calls), please step out of the classroom.

**COURSE POLICIES**

**Statement on Fair Use:** Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. MAP seeks to apply a reasonable working definition of fair use that will enable students and instructors to develop multimedia projects without seeking authorization for non-commercial, educational uses. Four factors that should be considered when determining whether a use is fair: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work. In general, we regard the reproduction of copyrighted works for the purposes of analysis or critique in this class to be covered by the principle of fair use.

**Citation Guidelines:** All projects will need to include academically appropriate citations in the form of a References section, which covers all sources, in order to receive a passing grade. The References area is either included in the project or as a separate document, as appropriate to your project. We will be following the KAIROS style guide for citation purposes in this class [http://www.technorhetoric.net/styleguide.html]. Kairos uses a modified APA format, whose general guidelines and many specific examples you can find here:  
http://owl.english.purdue.edu/owl/resource/560/01/
Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Plan: In the event of an emergency, all attempts will be made to continue MAP courses as usual. If we cannot meet synchronously, we will continue with our asynchronous work. In addition, all course materials are backed up on a secondary site (usually Blackboard) in the event that the primary wiki site should go down.