



DSM 520: Managing Technologies for Digital Media

Spring 2020—Monday—6:30-9:20 p.m.

Location: ASC 231

Instructor: Dr. Morten Bay

Office Hours: Wednesday

3.30pm-5.15pm – ASC 321

Please sign up for office hours at

<https://bay-usc.youcanbook.me>

Contact Info:

mortench@usc.edu

I. Course description and objectives

This course prepares students for a professional work life in digital and social media industries and organizations by describing, analyzing and discussing the fundamental principles and mechanisms that apply to the technologies that create these environments.

After completing the course, students will be able to:

- Describe in detail the technologies and principles that underpin the digital media industry
- Describe the current state of the industry and how digital media forms are applied in various ways.
- Describe and engage with the various, current business models that utilize digital media technologies.
- Describe the social and ethical challenges presented by digital media technologies as well as discuss and apply the appropriate policies that mitigate or regulate these challenges.
- Research, analyze and educate themselves on future technological developments in the digital media landscape with the purpose of proactive engagement.
- Present digital media concepts and projects in a persuasive way, including explanations of technological elements to a non-tech savvy audience.

II. Assignments

The overall purpose of the assignments in this class is to give you some experience of how to prepare for the execution of a media initiative in a corporate setting.

This class has no exams. Instead, you will be asked to prepare a project that you will write two papers about, one short and one long. During the semester you will be asked to present the current state of your project twice to receive feedback from your colleagues and the instructor that can be worked into the final paper.

In other words, there are four milestones for the class deliverables:

1. You will spend the month of January considering what you want to be your class project and potentially find a group to collaborate with (this is optional). The project has to be related to the class topic, and must be presentation of a new digital media project of some sort. It can be a social media campaign strategy, or the presentation of a digital media product such as an app, a website or a new service. In weeks 7 and 8 all students in the class will do a short pitch of their idea to the rest of the class, in a manner that mimics how you would pitch ideas in a professional setting. The class will then give feedback and suggestions on the project.
2. The feedback you receive should then be worked into a more fleshed-out presentation. This presentation will constitute the short paper due in week 9.
3. When you get the short paper back, it will include feedback from the instructor which you will then work into the next presentation of your project. Which will be a bit longer than a pitch, but still very brief. You will present the current state of the project to the class and receive further feedback during weeks 11, 12 and 13.
4. The final paper will be a 15-20 page concept presentation of your project and should take into account everything we have discussed and read throughout the semester as well as the feedback given by your peers and the instructors. Although this must adhere to academic formatting, the content will be more like a conceptual project description.

More details about the requirements for these assignments will follow, but in general the deliverables process will be as close to what it would be like to pitch and present your project in a corporate setting, including all the real-life considerations that entails.

III. Expectations on Class Participation

Flexibility

Due to the nature of this course and the availability of speakers, we reserve the right to change the order of topics explored, add or delete topics, and to adjust speaker dates. Every effort will be made to give students ample notice if changes need to be made.

On-time Submissions

All work must be submitted on time. Extensions may be available if you seek them at least one week prior to the due date. No extension will be granted for collaborative projects or for class presentations. Late work may not be accepted, or accepted with a substantial penalty. Assignments are due by 9AM on the due date. Submission details for papers will follow in related prompts but they will be online-only. Physical copies will NOT be required.

Attendance/Engagement

A major portion of this course involves in-class dialogue, so it is important to attend every class. If you do miss a session, it is your responsibility to obtain the assignment for the following week. You are expected to attend and prepare for each class and to actively engage in discussion of readings and in workshops. If you don't keep up with the reading, you will not enjoy the class. It is not enough just to be in attendance to get a good class participation grade, participation in actual discussions are required.

IV. Grading Breakdown

The overall grade breaks down as follows:

| ASSIGNMENT | % OF GRADE |
|------------------------------------|------------|
| Class and discussion Participation | 20 |
| Short paper | 30 |
| Final paper | 50 |
| TOTAL | 100 |

V. In-class Electronics Policy

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Virtual Commons for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

Laptop and tablet use in class is acceptable for class-related purposes only. You are responsible adults and I will not police how you use your devices. However, it is more obvious than you think when you are not paying attention because you are doing something on a device that is not related to the class discussion, and any such behavior **will detract from your class participation grade**. Smartphone use is **not allowed**, unless it is an emergency, you are recording the lecture or taking photos of the whiteboard.

VI. Course Grading Policy:

You will receive details about each assignment/exam separately.

All assignments need to be completed and handed in on time to avoid a grade reduction.

If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused, or discuss your situation with me in a timely manner. Do not wait until the end of the semester to sort things out.

In order to pass this class you will need to complete ALL of the assignments. Failure to complete one or more of them will result in an F in the class.

Grades will be assigned as follows:

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|-------------|--|
| A/A- | outstanding, thoughtful and enthusiastic work |
| B+/B | above average work, demonstrating good insight into assignment |
| B-/C+ | needs improvement on ideas, argument and follow through |
| C and below | fulfilling the bare minimum and showing little understanding of the material |

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and

translated to a letter grade per the scale shown below:

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| A = 100-94 | C = 76-74 |
| A- = 93-90 | C- = 73-70 |
| B+ = 89-87 | D+ = 69-67 |
| B = 86-84 | D = 66-64 |
| B- = 83-80 | D- = 63-60 |
| C+ = 79-77 | F = 59-0 |

If you have concerns regarding a grade on a given assignment, you must appeal it in writing, stating the reasons why you feel the grade is inaccurate, within one week of receiving the graded assignment. No late appeals will be accepted for review.

VII. Other classroom policies

This class consists of students from a very diverse range of backgrounds and cultures. Intellectual freedom is a priority in class discussions, but **any** form of sexism, racism, xenophobia, homophobia or other forms of discriminatory behavior on the basis of gender, ethnicity, sexuality or class **will not be tolerated.**

Should you be offended or hurt by anything said in the classroom or require any form of trigger warnings, speak up. If you are not comfortable speaking up in class, contact the instructor privately to remedy the situation.

The above naturally also applies to things said by your instructor, who is a human being as well and can make mistakes.

VIII. Readings and Supplementary Materials

All readings will be available on Blackboard or via the links below.

IX. Course Schedule: A Weekly Breakdown

Important note: This syllabus is subject to change – and probably will change – based on the progress of the class, news events, and the availability of guest speakers.

| | Topics | Readings and Homework | Workshops/ Discussions |
|-----------------------|---------------|------------------------------|-----------------------------------|
| Week 1 1/13 | Introduction | | |

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| <p>Week 2 No class 1/20</p> | <p>MLK Day</p> | | |
| <p>Week 3 1/27</p> | <p>Internet History / Structure</p> | <p>Please read/watch these in the following order – it will make the technical details easier to understand</p> <p>Andrew Blum: Discover the physical side of the Internet (VIDEO) https://www.ted.com/talks/andrew_blum_what_is_the_internet_really?language=en#t-47645</p> <p>Mayo, Keenan and Peter Newcomb: <i>How the Web Was Won</i>: https://www.vanityfair.com/news/2008/07/internet200807</p> <p>Abbate, Janet: <i>Inventing the Internet</i>, chapter 1, p. 7-21.</p> <p>Abbate, Janet: <i>Inventing the Internet</i>, chapter 6, p. 181-200.</p> | |
| <p>Week 4 2/3</p> | <p>The current landscape: Screens, OSes, and platforms</p> | <p>ITU: <i>Digital Development Facts and Figures 2019</i></p> <p>HootSuite/We Are Social: <i>Q4 2019 Global Digital Statshot</i> https://www.slideshare.net/slideshow/embed_code/key/NSBCWzcfsgXTg</p> <p>Please spend a few minutes studying each of these statistical overviews and projections:</p> <p>Operating System Market Share Worldwide http://gs.statcounter.com/os-market-share</p> <p>StatCounter: <i>Mobile Operating System Market Share Worldwide</i> http://gs.statcounter.com/os-market-share/mobile/worldwide</p> <p>Statista: <i>Forecast unit shipments of augmented (AR) and virtual reality (VR) headsets from 2019 to 2023</i></p> | |

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| | | https://www.statista.com/statistics/653390/worldwide-virtual-and-augmented-reality-headset-shipments/ | |
| Week 5 2/10 | (Social) Networks – the people infrastructure | <p>Harvard Medical School: Dawn of Social Networks: Hunter-gatherers Provide Clues About the Evolution of Cooperation (VIDEO) https://www.youtube.com/watch?v=It-pHyDrkTM</p> <p>Tuten and Solomon: <i>Social Media Marketing</i>, p. 73-94</p> <p>Penenberg, Adam: Social Networking Affects Brains Like Falling In Love https://www.fastcompany.com/1659062/social-networking-affects-brains-falling-love</p> | |
| Week 6 No Class 2/17 | President's Day | | |
| Week 7 2/24 | Streaming: Where infrastructure meets new business models and content | <p>Barron, Brenda: <i>What Is A CDN? A Beginner's Guide To Content Delivery Networks</i> https://www.wpsuperstars.net/beginners-guide-content-delivery-networks</p> <p>Wayne, Michael: <i>Netflix, Amazon, and branded television content in subscription video on-demand portals</i></p> <p>Perzanowsky and Schultz: <i>The End of Ownership – Introduction</i></p> | <p>Workshop/Presentation : What's your project?</p> <p>Get class and professor feedback on your concept.</p> |
| Week 8 3/2 | Interfaces and UX | <p>Krug: <i>Don't Make Me Think!</i> P. 11-47</p> <p>Pernice, Kara: <i>F-Shaped Pattern of Reading on the Web: Misunderstood, But Still Relevant (Even on Mobile)</i> https://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/</p> <p>Introduction to eye-tracking in UX design</p> | <p>Workshop/Presentation : What's your project?</p> <p>Get class and professor feedback on your concept.</p> |

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| | | (watch from 5:37 to approx.. 39:30) https://www.youtube.com/watch?v=JfzTevZZ-z0&t=326s | |
| Week 9 3/9 | Emerging media marketplaces | Miranda, Giovanni: Voice Marketing and why eCommerce Should Listen https://www.godatafeed.com/blog/voice-marketing-and-why-ecommerce-should-listen Taylor, T.L. <i>Watch Me Play Chapter 4: eSports Broadcasting</i> . | Short Paper due: Project overview |
| Week 10 No Class 3/16 | Spring Recess | | |
| Week 11 3/23 | Live-streamers, producers and YouTubers | Cunningham, Stewart. and Craig, David. <i>Being 'really real' on YouTube: authenticity, community and brand culture in social media entertainment</i> . Bishop, Sophie: <i>Anxiety, panic and self-optimization: Inequalities and the YouTube algorithm</i> Torres, Libby: <i>The Weird and Disturbing World of Chinese Livestreamers</i> https://www.thedailybeast.com/the-weird-and-disturbing-world-of-chinese-livestreamers | |
| Week 12 3/30 | News and PR in 2020 | Americans Are Wary of the Role Social Media Sites Play in Delivering the News https://www.journalism.org/2019/10/02/americans-are-wary-of-the-role-social-media-sites-play-in-delivering-the-news/ Wihbey, John P.: <i>The Social Fact</i> p. 125-169 | Presentations of new project iteration, feedback from class |
| Class 13 4/6 | Social Media Advertising and campaigning | Tuten & Solomon: <i>Social Media Marketing, chapter 6: Social Community</i> , p. 180-207 | Presentations of new project iteration, feedback from class |
| Week 14 4/13 | DSM: Dark Social Media | Nadler, Crain and Donovan: <i>Weaponizing the Digital Influence Machine: The Political Perils of Online Ad Tech</i> (Data & Society report). | Presentations of new project iteration, feedback from class |

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| Week 15 4/20 | Social Media Analytics | Tuten & Solomon: <i>Social Media Marketing</i> , chapter 10: Social Media Analytics, p. 316-337 | |
| Week 16 4/27 | Social Media Metrics | Tuten & Solomon: <i>Social Media Marketing</i> , chapter 11: Social Media Metrics | |
| FINAL PAPER DUE 5/6 | | Paper due on Monday May 6 th 9am | |

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 / Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of

interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.