DSM 599: DIGITAL MEDIA INNOVATION
Section: 21895

SPRING 2025
Day/Time: Wednesday 6:00
Location: ASC 231

Instructor:
Office Hours: TBD
Email: fnager@usc.edu

I. Description

This graduate-level course critically evaluates the forefront of digital media, emphasizing generative AI, blockchain applications, XR (augmented and virtual reality), the metaverse, and other innovations, and their transformative impact — or failure. Students will delve into emerging technologies and the business models behind them, the processes of innovative content creation, and the multifaceted impact of strategic implementation. Through a blend of theoretical insights, practical applications, and real-world case studies, the course fosters a deep understanding of digital-media developments and their implications for communication professionals. Topics include AI-powered content creation, digital ethics, and applying data-driven insights for effective media strategies.

II. Outcomes

At the end of the course, students will be able to do the following:

1. Explain how digital media innovations emerge and are adopted — or not — and why some innovations fade while others become fixtures of business and culture.
2. Evaluate the ethical, societal, and ecological impact of AI and digital media innovations, including sustainability, privacy, intellectual property, misinformation, and bias.
3. Ideate new roles for generative AI in content creation, personalization, and audience engagement.
4. Create communication strategies that leverage new technologies to achieve goals and solve problems.
5. Apply data to measure and optimize the effectiveness of digital media innovations.

III. Instructor

IV. Notes

This graduate-level course requires extensive reading, in-depth primary and secondary research, quantitative and qualitative analysis, strategic planning and implementation, and creative development and content creation. Attendance is required for all class sessions, which will consist of lectures, discussions, guest speakers, and hands-on application of concepts and methods. In addition, this course is web-enhanced, with mandatory discussions on Brightspace. Students will also use ChatGPT or other AI apps to complete projects. For each unit of in-class contact time, the university expects 2 hours of out-of-class student work; consequently, prepare to invest at least 8 hours per week outside of class into course-related work.

USC computing support:
- USC Computing Center Laptop Loaner Program
- Zoom information for students
- Brightspace help for students
- Software available to USC Campus

V. Textbooks

The following books are available free online through the USC Libraries. In addition, articles from academic journals and news publications will be assigned and discussed. See the Lecture Schedule for details.

- **Richard A. Gershon,** *Digital Media And Innovation: Management And Design Strategies In Communication* **(Second Edition), 2024 Oxford: Routledge.** Prof. Gershon analyzes disruptive business models and processes from companies involved in social media, artificial intelligence, the metaverse, smart cities, and robotics, among other emerging areas.

- **Ethan Mollick,** *Co-Intelligence: Living And Working With AI***, 2024 Portfolio.** Wharton professor Ethan Mollick, a leading thinker of AI adaption and application, shows what it means to think and work together with smart machines, and why mastering that skill is imperative.

In addition, subscribe to the free version of Ethan Mollick's newsletter, *One Useful Thing*: https://substack.com/@oneusefulthing

VI. Assignments

Generative AI Content Creation Project	40%
Case Study Analysis and Reflection	20%
Ethical Implications Essay	20%
Weekly News Evaluations	10%
Class Participation	10%

The following are brief summaries; complete instructions and learning objectives will be posted on Brightspace.

- **Generative AI Content Creation Project (40%):** For the final project, you will work in teams to create a series of digital content pieces to achieve a goal or solve a problem. This project will showcase your ability to harness AI for innovative content creation that serves a purpose beyond ornamentation. Projects will be assessed based on creativity, technical proficiency, and the ability to engage target audiences.

- **Case Study Analysis and Reflection (20%):** You will analyze and reflect on a real-world case study of a digital media innovation. Reflections will be evaluated on depth of analysis, critical thinking, and the ability to draw actionable insights.

- **Ethical Implications Essay (20%):** You will use ChatGPT to help you write a critical essay on the ethical implications of using generative AI in digital media, covering topics such as data privacy, misinformation, and bias. For this assignment, you will show your ChatGPT prompt, ChatGPT's draft, your critical evaluation of that draft, and your final version in your own voice (proofread by ChatGPT). Essays will be assessed on the clarity of argument, depth of ethical analysis, and use of supporting evidence.

- **Weekly News Evaluations (10%):** You must stay atop news related to digital media. Every week, you will share on Brightspace a relevant recent article from *Wired*, the *L.A. Times*, *New York Times*, or *Wall Street Journal*, and express your opinion about it in approximately 100 words. You may be selected to present your evaluation during class.

- **Class Participation (10%):** In addition to participating in discussions in the classroom, on Brightspace you will discuss the assigned readings with your classmates (approximately 100-300 words per post). Attendance in every class is required, since sessions are not recorded, and learning involves discussing and applying concepts, not just consuming lectures and readings. Since discussions are an essential element of this course, attendance alone won't earn participation points. Whether in class or with your team, you must converse, ask questions, and debate respectfully. Staying silent is unacceptable, especially in the company of guest speakers, since it conveys disengagement. If you remain silent, you

may be "cold called" to respond to a question or issue. To prepare for discussions, review past lectures, complete assigned readings, research additional materials, and apply theories to personal experiences. Here is how your class participation is evaluated:

- o Is it relevant to the discussion and respectful of others?
- o Does it address ideas offered by the readings, lectures, guests, or classmates?
- o Does it increase everyone's understanding or merely repeat facts?
- o Does it support views with data, third-party theories, and research?
- o Does it test new ideas and challenge assumptions, or just "play it safe"?

On a related note, unauthorized use of phones and computers in class is distracting to those around you (including your instructor) while preventing you from fully participating. While on an electronic device, you might be in attendance but not fully present. Consequently, it might result in 1 participation point deduction per incident, and you might be asked to leave the classroom. Similarly, arriving late or leaving early is disruptive and impedes learning, and might also result in a 1-point deduction

VII. Grading

The instructor will provide written evaluations of your assignments within one week of submission. Should you wish to dispute a grade, you must contact your instructor within one week of receiving it.

Scale

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

Standards

Grade	Description
A	**Excellent:** A's and A-minuses must be earned by "going the extra mile" to produce professional-caliber work that could be submitted to a client, supervisor, or investor. A-level work features high production quality with zero mistakes, draws on in-depth research of authoritative sources, reflects comprehensive understanding of course fundamentals, and demonstrates superlative creativity, critical thinking, and communication skills. Recommendations may be provided on request **only** to students who earn a solid A in the course.
B	**Good:** B's are for graduate-school caliber work featuring in-depth research of authoritative sources, critical thinking, and solid if not thorough understanding of course fundamentals, with only minor shortcomings. The ideas and/or production quality need to be stronger for a professional context.
C	**Fair:** C's are for undergraduate-level work, reflecting insufficient research, only basic understanding of course fundamentals, a need for stronger critical thinking, and/or flawed production quality. The ideas are unimaginative and commonplace. Note that for graduate students, a C- is equal to failing.
D	**Marginal:** D's are for amateurish work featuring insufficient research, many errors, incomplete assignments, and/or superficial analysis. The work demonstrates only rudimentary understanding of course fundamentals. Note that three or more unexcused absences will also result in a D.
F	**Failing:** F's are for work that's incomplete, not researched, carelessly executed, and/or plagiarized. Plagiarism may also result in disciplinary measures. The work demonstrates little to no understanding of course fundamentals.

Rubric

Assignments will be graded on the following criteria without fixed percentages, since unacceptable quality in any one area (writing, research, etc.) can undermine an entire project. Conversely, exceptional quality in one area may contribute to an overall positive evaluation.

- **Critical Thinking:** In communication there are few right answers: so-called "best practices" for one entity might fail for another — or even for the same entity at another time. Consequently, you should not just answer the questions, you should also question the answers, including methods and data. (Academic journal articles are not immune from critical analysis.) Assignments are not just reports: they must describe "why" and "how," not just "what," and will be evaluated on the quality of the reasoning.

- **Creativity:** Your work should feature original ideas, not just "best practices," and should NEVER consist of copied or AI-generated work (see "Academic Integrity" in this syllabus). Creativity is expected for both content ideas and market strategies. You may certainly be "inspired" by others, including AI, as long as you properly credit the sources, but most of the thinking and execution should be yours, and higher grades are awarded to work that is innovative and imaginative. The goal is to distinguish yourself — after all, "outstanding" literally means "to stand out."

- **Production Quality:** Your work should feature professional production values in terms of writing, design, and (as applicable) video and audio content. Treat your work as a submission to a client, supervisor, or investor. Eliminate all errors by proofreading meticulously, using Microsoft editing tools, AI apps, and/or Grammarly.com (strongly recommended). For help with fluency or simply polishing your writing, contact Annenberg's Graduate Writing Coach (http://cmgtwriting.uscannenberg.org/). For design tips, read *Presentation Zen* (available via USC library).

- **Research Quantity and Quality:** Support your work with research from multiple authoritative sources, including academic journals, major news publications, and credible experts — no guessing, generalizations, or stereotypes (such as "Gen Z").

    o Start with the USC online library and our librarians, who have prepared Research Guidelines for departments throughout the university (https://libguides.usc.edu).
    o Search Google Scholar (https://scholar.google.com/) before searching regular Google.
    o Never cite Wikipedia; rather, refer to the sources listed in the Wikipedia article.
    o Cite every use of AI tools (please see https://libguides.usc.edu/generative-AI/citing-generative-ai).
    o Avoid company blogs (unless they are companies you are researching) and superficial news sites like the 3F's (*Forbes*, *Fortune*, and *Fast Company* are not authoritative).
    o Conduct direct primary research, such as focus groups, surveys, and interviews, particularly of subject-matter experts like professionals and professors.
    o Within the body of papers, include reference notes, either parenthetical, such as (Lee 2017), or in the form of footnotes or endnotes.
    o Bibliography entries must include COMPLETE source information, not just a URL.

- **Timeliness:** As in the professional world, meeting deadlines is critical, since missed deadlines can result in penalties, lost business, or legal actions. Without an exceptional circumstance and the instructor's permission, late assignments will be penalized one grade level (e.g., A to B) per day of lateness.

VIII. Policies and Procedures

- **Attendance:** Participation from each student is critical to the success of this course; therefore, class attendance is mandatory. You must attend all classes, arrive on time, and stay for the entire session. Note that attendance alone won't earn participation points. Whether online, in class, or with your team, you must come prepared, converse, ask and respond to questions, and debate respectfully. Staying silent is unacceptable, since it conveys disengagement. You might be in attendance, but not truly "present."

    o **Excused absences:** If you need to miss a class for a valid reason, such as religious observances or medical procedures, you must attain written approval from the instructor in

advance (except, of course, in emergencies). Student athletes should provide approved Travel Request Letters. Note that work-related absences, such as job interviews, are not excused; please plan them around your academic commitments.

- o **Illness:** If you are feeling ill, particularly with COVID symptoms, stay home to protect the health of your classmates, your instructors, and yourself. If you show up to class with an illness, you will be asked to leave and will be recorded as absent.

- o **Unexcused absences:** Although no points are awarded for attendance, an unexcused absence will result in the loss of 5 grade points (half a grade); 3 or more unexcused absences will result in a D or lower for the course. In addition, arriving late or leaving early without instructor permission may result in a 1 participation point deduction.

- o **Electronics:** You must have a computer for accessing course materials from home; *however, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor*, and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session and recorded as absent.

- **Artificial Intelligence Apps:** Using AI is a valuable skill, particularly for communication students and graduates; consequently, you are encouraged to use tools such as ChatGPT and Claude, but you must adhere to the following guidelines.

  - o You must acknowledge using any AI tools, just as you would any other reference source. In each assignment, include a paragraph explaining which AI tools you used and how you used them, including specific prompts. Failure to do so is a violation of academic integrity policies.
  - o AI is useful for helping start an assignment — even overcome writer's block — but the final submission must reflect your ideas and revisions. Treat AI as a personal assistant: someone who can help you, but who has shortcomings and is prone to mistakes.
  - o Don't trust what AI tools claim as facts. Not only are their databases limited, AI tools might draw from fiction and misinformation. In some cases, they might fabricate sources. Assume the answers are incorrect, and doublecheck them. You will be held responsible for any errors.
  - o Provide detailed prompts to get the best results. You might have to try multiple variations.
  - o Your work might become part of the AI's database, so do not include any sensitive information.

- **Zoom etiquette**: Class meetings will take place in person on campus, but occasional meetings might take place on Zoom. Without a valid reason (connectivity issues or privacy concerns), you should turn your camera on and contribute actively to the class. Keep your microphone off except for discussion or questions. Also, *be present*: except for Zoom use, your phone must be turned off and put away, and avoid interactions with housemates during class; if such interactions are unavoidable, step away from your camera (or turn it off) to avoid distracting your instructor and classmates.

- **Respect:** Treat classmates, the instructor, and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but never criticize the person. We are a community, so respect the opinions of others; instead of saying that you "disagree" or even "respectfully disagree," offer a "different perspective."

- **Appointments:** If you have questions or concerns, whether academic, career, or personal, contact the instructor to arrange a meeting (please see email addresses on the first page of this syllabus). In emergencies, see the support systems below.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Course Content Distribution and Synchronous Session Recordings Policies
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

Statement on University Academic and Support Systems

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in

the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:

Annenberg Student Success Fund
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund
Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

Annenberg Graduate Writing Support
In addition to being the place to make one-on-one appointments with the writing coach, this website will host resources, videos, and news about upcoming programs.

Annenberg Digital Lounge
Free lessons and certifications on a range of digital media.

USC American Language Institute
English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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.

Reporting Incidents of Bias or Harassment - (213) 740-2500
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

IX. Course Schedule

This schedule will likely change depending on class progress, world events, and guest speaker availability. For final requirements, please refer to the lecture slides, which will be posted to Brightspace the night before each class. Assigned readings should be completed prior to the NEXT class.

> **Weeks 1–2:** Introduces the foundational concepts of digital media innovation and disruptive technologies.
> **Weeks 3–7:** Explores key technologies (Web 3.0, blockchain, AI, XR, and smart cities) driving change in media.
> **Weeks 8–9:** Focuses on ethics—specifically in AI and digital communication—to ensure a responsible approach to innovation.
> **Weeks 10–12:** Deep dives into AI-human collaboration and case studies of success and failure, helping students connect theory with real-world applications.
> **Weeks 13–14:** Examines the future of media jobs and policy issues that will shape the next generation of media innovation.
> **Week 15:** Culminates with student presentations, showcasing their insights on media innovation.

Week 1: Course Introduction and Overview of Digital Media Innovation
- Topic: Defining Digital Media Innovation and Disruptive Technologies
- Readings:
    - Gershon, *Digital Media and Innovation*, Chapter 1 (Introduction to Digital Media Innovation)
    - Christensen, C. M. (1997). *The Innovator's Dilemma* (Introduction)
    - *MIT Sloan Management Review*: Brynjolfsson, E., & McAfee, A. (2017). "The Business of Artificial Intelligence."
- Assignments:
    - Introduce yourself on Brightspace
    - Read and acknowledge the syllabus
    - Weekly News Evaluation

Week 2: Disruptive Innovation in Media
- Topic: Disruptive Business Models in Media Industries: From Social Media to AI
- Readings:
    - Gershon, *Digital Media and Innovation*, Chapter 2 (Disruptive Media Business Models)
    - *Harvard Business Review*: Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). "What Is Disruptive Innovation?"
- Assignment:
    - Weekly News Evaluation

Week 3: Web 3.0ver? Blockchain and Digital Media Trends and Fads
- Topic: Blockchain, NFTs, and Web 3.0: Transforming Media and Content Distribution
- Readings:
    - Gershon, *Digital Media and Innovation*, Chapter 5 (Blockchain Technology in Digital Media)
    - Christensen, C. M. (2003). *The Innovator's Solution* (Chapter 10: Disruptive Technology and Media Distribution)
    - *Harvard Business Review*: Tapscott, D., & Tapscott, A. (2021). "How Blockchain Is Reshaping the Media Landscape."
- Assignment:
    - Weekly News Evaluation

Week 4: AI in Content Creation and Automation
- Topic: AI-Powered Media: From Automation to Generative Content Creation
- Readings:
    - Mollick, *Co-Intelligence*, Chapter 1 (AI and Human Collaboration in Work)
    - Gershon, *Digital Media and Innovation*, Chapter 4 (AI in Media)
    - *New York Times*: Metz, R. (2023). "People Are Using AI for Therapy, Even Though ChatGPT Wasn't Built for It."
- Assignments:

- o Generative AI Content Creation Project (presented in class Week 15; final due Exam Week)
- o Weekly News Evaluation

Week 5: Data-Driven Media Strategies and Personalization
- Topic: Using Data Analytics and AI to Optimize Media Campaigns
- Readings:
  - o Mollick, *Co-Intelligence*, Chapter 4 (Data-Driven AI Strategies)
  - o *Journal of Interactive Marketing*: Davenport, T. H., & Harris, J. G. (2022). "The New Science of Customer Data in Media."
- Assignment:
  - o Weekly News Evaluation

Week 6: The Metaverse and Extended Reality (XR)
- Topic: Understanding the Metaverse, AR, and VR: Applications in Media and Communication
- Readings:
  - o Gershon, *Digital Media and Innovation*, Chapter 6 (The Metaverse and Virtual Worlds)
  - o *Journal of Virtual Worlds Research*: Lee, L., & Höllerer, T. (2022). "Exploring Social Interaction in the Metaverse."
  - o *Journal of Media Psychology*: Bailenson, J. (2020). "The Promise and Limits of Virtual Reality in Media."
- Assignment:
  - o Weekly News Evaluation

Week 7: Smart Cities, IoT, and Media Infrastructure
- Topic: The Role of Media and Communication in Smart Cities and IoT
- Readings:
  - o Gershon, *Digital Media and Innovation*, Chapter 8 (Smart Cities and Digital Infrastructure)
  - o *Journal of Urban Technology*: Batty, M. (2020). "The Role of Smart Media in the Development of Smart Cities."
  - o *Wired*: Kelly, K. (2022). "How Media Connects Smart Cities and IoT."
- Assignment:
  - o Weekly News Evaluation

Week 8: Ethical Implications of AI in Media
- Topic: Ethics of AI in Media: Privacy, Bias, and Misinformation
- Readings:
  - o Mollick, *Co-Intelligence*, Chapter 3 (Ethical AI and Media)
  - o *Journal of Ethics in Information Technology*: Mittelstadt, B. (2022). "The Ethical Dilemmas of AI in Media."
  - o *Harvard Business Review*: Christensen, C. M. (2010). "How Will You Measure Your Life?" (Ethics in Innovation)
- Assignments:
  - o Weekly News Evaluation

Week 9: Communication Ethics in the Digital Age
- Topic: Ethical Communication in the Age of Disruption: Navigating AI and Digital Innovations
- Readings:
  - o Gershon, *Digital Media and Innovation*, Chapter 9 (Ethics and Digital Communication)
  - o *Journal of Communication*: Pariser, E. (2021). "The Filter Bubble and the Ethics of Online Communication."
  - o Christensen, C. M. (2015). "Disruptive Innovation for Social Change," *Harvard Business Review*
- Assignments:
  - o Ethical Implications Essay (due before class next week)
  - o Weekly News Evaluation

Week 10: AI and Human Co-Intelligence

- Topic: Enhancing Human Decision-Making with AI: Collaboration, Creativity, and Innovation
- Readings:
  - Mollick, *Co-Intelligence*, Chapter 2 (Mastering AI for Collaboration)
  - *Harvard Business Review*: Brynjolfsson, E., & McAfee, A. (2019). "The Future of Human-AI Collaboration."
- Assignment:
  - Weekly News Evaluation

Week 11: The Future of Digital Media Innovation
- Topic: Emerging Trends: What's Next for AI, XR, and Blockchain in Media?
- Readings:
  - Mollick, *Co-Intelligence*, Chapter 6 (The Future of AI and Co-Intelligence)
  - Gershon, *Digital Media and Innovation*, Conclusion (The Future of Media Innovation)
  - *Wired*: Simonite, T. (2023). "AI's Role in the Future of Media."
- Assignment:
  - Weekly News Evaluation

Week 12: Disruption and Innovation in Media: Case Studies
- Topic: Successes and Failures in Digital Media Innovation: Real-World Case Studies
- Readings:
  - Gershon, *Digital Media and Innovation*, Chapter 10 (Lessons from Failures)
  - *MIT Technology Review*: Kaiser, B. (2022). "Why Some Digital Innovations Fail."
- Assignments:
  - Case Study Analysis (due before class next week)
  - Weekly News Evaluation

Week 13: AI, Automation, and Jobs in Media
- Topic: How AI and Automation Are Redefining Jobs in the Media Industry
- Readings:
  - Mollick, *Co-Intelligence*, Chapter 5 (AI's Impact on the Workforce)
  - *Journal of Digital Media Studies*: Benkler, Y. (2021). "The Impact of AI on Media Jobs: A Comprehensive Review."
- Assignment:
  - Weekly News Evaluation

Week 14: Digital Media Regulation and Policy
- Topic: Legal and Policy Frameworks Governing Digital Media Innovation
- Readings:
  - Gershon, *Digital Media and Innovation*, Chapter 10 (Policy and Regulation in Digital Media)
  - *Harvard Business Review*: Tapscott, D. (2020). "Navigating the Policy Challenges of Digital Innovation."
  - *New York Times*: "The Regulation of AI and Digital Media" (2023).
- Assignment:
  - Weekly News Evaluation

Week 15: Final Project Presentations and Course Review
- Topic: Student Presentations: Innovating the Future of Media
- Assignments:
  - Weekly News Evaluation
  - Revise final projects for submission (due exam week)

EXAM WEEK: Final Projects due on Brightspace