



Department of Digital Humanities

IASC Program

**Course Number: IASC 1F01**

**Term/Year/Duration: Fall-Winter 2023-2024 Duration 1**

**Course Title: Foundations of Interactive Arts and Science**

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### **Times and Locations:**

Lecture: Wednesday 11:00am-1:00 pm, Thistle 253

Lab 1: Friday 12:00-1:00pm, Thistle 269 J (J Lab)

Lab 2: Tuesday 5:00-6:00pm, Thistle 269 J (J Lab)

Lab 3: Monday 11:00am-12:00pm, Thistle 269 J (J Lab)

*Note: Classes at Brock University end ten minutes ahead of the hour or half hour to facilitate transfer time.*

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For more information, please consult the IASC Handbook, available at  
[https://brocku.ca/humanities/digital-humanities/wp-content/uploads/sites/142/IASC\\_Handbook.pdf](https://brocku.ca/humanities/digital-humanities/wp-content/uploads/sites/142/IASC_Handbook.pdf)

# Course overview

## Course Calendar Description:

Conceptual frameworks for interactive media technology, design, theory and production. Focus on digital scholarship, digital prototyping, digital expression and instructional design.

Practice-based projects leading to the development of an interactive media product.

## Additional Description:

Digital technologies are a ubiquitous part of life in the 21st century. They play an integral role in shaping our beliefs, attitudes, and in influencing our actions. This introductory course will examine what it means to be a critical consumer and innovative producer of digital technology. By the end of this course, students will gain the skills and vocabulary necessary for analyzing, designing, and making digital technologies.

The course is thematically centered around the four primary concentrations of the IASC program-:

- Digital Scholarship (concepts in research and analysis);
- Digital Prototyping (the exploration of digital ideas from inception to production);
- Digital Expression (digital content creation through narrative, theatre, music and art); and
- Instructional design (digital technologies in education).

The course will consist of both individual and collaborative work. Students are expected to attend all classes and maintain a blog throughout the course.

## Learning Objectives/Outcomes:

By the end of this course students will

1. Gain an in-depth understanding of the IASC program, its offerings and concentrations;
2. Gain an understanding of the relationship between human beings and technology;
3. Develop theoretical and conceptual frameworks for critically engaging with and designing digital media artifacts;
4. Demonstrate strong higher order thinking skills (e.g., analysis, synthesis, and evaluation);
5. Develop skills and strategies for collaboration and project management;
6. Apply the principles of aesthetics and design to art and interactive media project work;
7. Demonstrate strong oral, written, and digital literacy skills;
8. Communicate complex ideas clearly and concisely;

Demonstrate an understanding of the history and current issues related to digital media (e.g., ethics, representation, and preservation).

**Course Communications:**

Course communication will primarily occur through email and/or Sakai. I typically respond to student emails within 48 hours during the week (i.e. weekends not included). If I do not respond within 48 hours, please feel free to send me a second email.

All emails should include the Subject line "IASC 1F01," followed by a few words indicating the purpose of your email (e.g. "IASC 1F01 - question for assignment 1"). All emails should also be formatted as follows

Hi/Hello/Dear (Professor's name),  
Body of email.  
Regards/Thanks, etc. (as appropriate),  
Student Name and ID

# Important Dates and Policies

## **Late Submission Policy:**

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are **5% per day**, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

## **Compassionate Medical Absences:**

If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. Given our challenging times related to COVID-19, requests for extensions on assignments due to illness or caring for others with illness will be given case by case consideration for extensions. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

## **Requiring a Medical Note:**

If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. This should be done before the assignment deadline or exam date. You must also submit a copy of the virtual Brock University Student Medical Certificate. At the time of the appointment the health professional will provide you with the virtual medical certificate that you will need to forward to the instructor. Please note that Student Health Services appointments are limited at this time, therefore please forward this medical certificate within 7 days of the initial contact with the instructor. The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

**Important dates:** (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

**January 19, 2024** is the date for withdrawal from the course without academic penalty.

**October 30, 2023** is the date you will be notified of 15% of your course grade.

**October 9-13, 2023** is/are the scheduled reading week(s).

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### Classroom Decorum and Student Responsibilities

In-class discussion and lively debate are an integral part of this course. As such, you are encouraged to share your thoughts and voice your opinions throughout the year. If there is a disagreement or difference of opinion, make sure to address the argument, not the person, and keep your discourse civil.

Class discussion will be moderated by the instructor unless otherwise noted. Simply put, if someone else is speaking, do not speak. It takes courage to share an opinion in a university setting; do not make it more difficult on your peers by interrupting or chatting with another student.

Most importantly, there will be **zero tolerance** for any abusive, racist, sexist, misogynistic, or homophobic language. It is up to us all to ensure that the classroom remains a safe and respectful environment. Students may be asked to leave the course if they do not abide by this policy.

Finally, the course may deal with issues that are potentially disturbing. I will deliver content warnings when appropriate; however, please feel free to contact me if there are particular topics, readings, videos, or lecture materials which may be distressing, and I will do my best to make an accommodation.

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### Academic Policies

#### Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

#### Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

#### Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at [askSAS@brocku.ca](mailto:askSAS@brocku.ca) or 905 688 5550 ext. 3240.
- b) **Medical Self-Declaration Forms (short term)**

In the case of a short-term medical circumstance, if a student wishes to seek an academic consideration, please use the [Medical Self-Declaration Form](#). The request is to be made in good faith by the student requesting the academic consideration due to a short-term condition that impacts their academic activities (e.g., participation in academic classes, delay in assignments, etc.).

The period of this short-term medical condition for academic consideration must fall within a 72-hour (3 day) period. The form needs to be submitted to the instructor either during your brief absence or in cases where you are too unwell, within 24 hours of the end of your 3 day brief absence.

#### **Medical Verification Form (extended duration)**

In cases where a student requests academic consideration due to a medical circumstance that exceeds 72 hours (three days) and will impact their academic activities (e.g., participation in academic classes, delay in assignments, etc.), or in the case of a final exam deferral, the [medical verification form](#) must be signed by the student and the health professional as per process set out in the [Faculty Handbook III:9.4.1](#).

- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <https://brocku.ca/mental-health/>
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.
- e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at [humanrights@brocku.ca](mailto:humanrights@brocku.ca) or 905 688 5550 ext. 4387.
- f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at [humanrights@brocku.ca](mailto:humanrights@brocku.ca).

#### **Respectful Engagement:**

**Abusive or offensive language and behavior of any sort will not be tolerated in this class.** Interacting respectfully with your peers is not only a core life skill; it is also a required learning outcome for the GAME program: this is how game developers build and maintain loyal customers, how students and employees build positive professional relationships (the cornerstone of a successful career), and how people become more happy and satisfied in society at large (through a diverse range of supportive connections to other people). Learning how to engage respectfully with a diversity of peers means learning how to build things that people value, how to work with a team, and how to enjoy positive working and learning environments.

The Brock University Code of Conduct States:

No student shall:

Harass another person. Harassment is defined as a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Single acts of sufficient severity may also constitute harassment. This definition includes Workplace Harassment under the Occupational Health and Safety Act. Harassment may include: verbal, written (including electronic, digital communications whether by email, text messages, posting on internet sites or otherwise), and/or actual or threatened physical actions directed at an individual or group by another individual or group who know(s) or reasonably ought to know that the behaviour is unwanted. (See also Brock University's Respectful Work and Learning Environment Policy).

All members of the Brock community are bound to the University Code of Conduct, as stated at <https://brocku.ca/student-discipline/code-of-conduct>.

**Dealing with Stress:**

University can be both an exciting and challenging time in your life. While you are doing all you can to succeed, you may experience feeling overwhelmed or stressed. These feelings can happen for a number of reasons such as a lack of confidence in your abilities, the number of assignments due or personal/family issues. A way you can deal with these feelings is by learning different strategies to manage your stress. Luckily, there are services at Brock you can access to help you! A-Z Learning Services offers a number of free workshops to help students succeed. These workshops include:

- Time Management
- Procrastination Busting
- Essay Writing
- Exam Preparation
- And many more!

You can register for workshops through A-Z Learning Services website (<https://brocku.ca/learning-services>) or on the Experience BU site. Sometimes you want or need extra support. If you feel this way, don't hesitate to contact Personal Counselling Services at <https://brocku.ca/personal-counselling>.  
Care of Allyson Miller, Learning Services

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**Evaluation Components and Due Dates**

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## Assignments and Mark Breakdown

### Lecture

| Evaluation Component       | Point value      | Due Date                         |
|----------------------------|------------------|----------------------------------|
| Writing Assignment*        | 20               | Friday, September 22 by 11:59 pm |
| Team Presentation**        | 25               | In Lecture during Weeks 10 & 11  |
| Blog posts                 | 10               | Sunday, December 3 by 11:59 pm   |
| Attendance & Participation | 15               | Every week in Lecture            |
| <b>Total</b>               | <b>70 points</b> |                                  |

\*The whole class may unlock an extended due date on this assignment depending on how well they perform during Design Challenge 1.

\*\*Teams may be able to sign up for a presentation time slot earlier depending on how well they perform during Design Challenge 2.

### Lab

| Evaluation Component       | Point value      | Due Date                       |
|----------------------------|------------------|--------------------------------|
| Visualization Reflection   | 10               | In Lab during Week 5           |
| Portfolio Reflection       | 15               | Sunday, December 3 by 11:59 pm |
| Attendance & Participation | 5                | Every week in Lab              |
| <b>Total</b>               | <b>30 points</b> |                                |

### Final Grade for Fall Term

| Component    | Point Value       |
|--------------|-------------------|
| Lecture      | 70                |
| Lab          | 30                |
| <b>Total</b> | <b>100 points</b> |

### Final Grade for IASC 1F01 Course

| Semester                                | Grade weight                      |
|---|-----------------------------------|
| Fall Semester (Prof. Alex Christie)     | 50% of course grade for IASC 1F01 |
| Winter Semester (Prof. Jason Hawreliak) | 50% of course grade for IASC 1F01 |



## Attendance & Participation

### A VITAL COMPONENT OF YOUR GRADE FOR LECTURE AND LAB

This course builds the foundation for the rest of your career in the IASC Program. It is therefore imperative that you attend both lecture and lab sessions throughout the semester. Failure to regularly attend classes will hinder your ability to succeed in this course, and possibly the program in general. **Students must attend at least 2/3 of classes in order to receive a passing grade.** Extended absences may only be excused by a doctor's note or other appropriate documentation.

In addition to regular attendance, students must also actively participate in class discussions and activities. The lectures in particular will rely on student contributions when discussing readings and course concepts. The term "lecture" is somewhat of a misnomer as these sessions are intended to be an exploration of ideas rather than prescriptive, top-down instruction. Failure to regularly participate or to complete readings/homework will result in deductions from your participation grade.

## Blog Post Assignment

THIS ASSIGNMENT IS DUE IN LECTURE

Assignment: Blog Post

Course: IASC 1F01

Submission: Discussions tool in Brightspace

Final due date: Sunday, December 3 by 11:59 pm

### Overview

Throughout the semester, students are expected to write regular blog posts on the course forum (online via Brightspace in the Discussions tool). Blog posts may centre around a number of topics, including:

- Relevant items in the news or entertainment media (i.e. something you saw in a television show, film, or video game that relates to course concepts);
- Experiences in the IASC program or University in general;
- Brainstorming for collaborative projects;
- other topics that are professional in nature and relevant to the course.

### Specifications

- By the final due date, students must write a minimum of **2 blog posts**.
- By the final due date, students must write a minimum of **1 reply** to another student's posts.
- Blog posts should be between 150-250 words in length.
- Replies can be shorter than blog posts, but they **must** be substantive (i.e. more than just "good post!").
- Although spirited discussion is encouraged, all posts and replies **must be civil and respectful in tone**.

### Grading guidelines

Posts and replies will be graded according to how well you:

- Meet the specifications listed above;
- demonstrate an understanding of course concepts in your post.
- Failure to post content by Sunday, December 3 at 11:59 pm will result in a mark of "0" for the assignment. **This deadline is set in stone. I will not move it by even one minute.**
- You have the entire semester to complete this assignment. **Don't save it for the last minute!**

**Grading breakdown**

| <b>Component</b>                | <b>Point value</b> |
|---------------------------------|--------------------|
| Blog post 1                     | 3 points           |
| Blog post 2                     | 3 points           |
| Reply to another student's post | 4 points           |
| <br>TOTAL                       | <br>10 points      |

**Submission**

BLOG POSTS MUST BE POSTED ONLINE IN BRIGHTSPACE TO THE DISCUSSIONS TOOL.

## Writing Assignment

THIS ASSIGNMENT IS DUE IN LECTURE

Assignment: Writing Assignment

Course: IASC 1F01

Submission: File upload via Brightspace (assignments)

Due date: Thursday, September 28 by 3:00 pm

### Prompt

What is innovation? Identify a technology released before the year 2000 that you believe is particularly innovative. First, explain the technical particulars of the technology. How does it work? What are its dependencies? Next, explain the impact of this technology. How has it altered our social and cultural fabric? What paradigm (way of thinking) has it shifted?

The best essays will be insightful, original, and creative in their choice of technology. I strongly recommend being as specific as possible in your choice of technology. Some examples of smart choices of technology are antibacterial soap, the Bluetooth 1.1 specification, and alkaline batteries. (You cannot write your essay on one of these example choices.)

The best essays will also demonstrate a strong understanding of terms we have covered so far in lecture: infrastructure, dependencies, and paradigm shifts. Do make reference to our conversations in lecture to explain your reasoning.

Write for an audience of fellow IASC 1F01 students.

### Specifications

Length: 1000 words minimum (approx. 3-4 pages)

Format: 12pt Times New Roman font, double-spaced, 1-inch margins

File type: assignments must be uploaded to Brightspace as a PDF file

Works cited: Do include a list of works cited. Your works cited must include a minimum of 2 sources. Yes, you may use course readings (e.g. Jones) for your sources. You can also use entirely new sources you find on your own. Follow the citation style outlined below.

## How style citations

In your essay:

Include the name and date of the source in parentheses at the end of a sentence that draws from that source.

Example 1: As Steven Jones's example of the eversion demonstrates, paradigm shifts are closely related to technological infrastructure. (Jones 2016)

Example 2: As Jones writes: "between about 2004 and 2008, the cumulative effect of a variety of changes in technology and culture culminated in a new consensual imagination of the role of the network in relation to the physical and social world." (Jones 2016)

At the end of your essay:

First, create a heading called "Works Cited."

Next, add an entry for each source you consulted in order to write your essay. Entries should be styled as follows:

Lastname, Firstname. (Date). Title. URL

Example 1:

Jones, Steven E. (2016). "The Emergence of the Digital Humanities (as the Network is Everting.)  
<https://dhdebates.gc.cuny.edu/read/untitled/section/09efe573-98e0-4a10-aaa3-e4b222d018fe##ch01>

Example 2:

Bolter, David J. and Grusin, Richard A. (2000) *Remediation: understanding new media*.

Example of everything put together:

### **Works Cited**

Bolter, David J. and Grusin, Richard A. (2000) *Remediation: understanding new media*.

Jones, Steven E. (2016). "The Emergence of the Digital Humanities (as the Network is Everting.)  
<https://dhdebates.gc.cuny.edu/read/untitled/section/09efe573-98e0-4a10-aaa3-e4b222d018fe##ch01>

Further notes:

- This is not an official citation style like MLA or APA. We are using a modified version of APA Style to keep things simple.
- Pay attention to the placement of things like parentheses and periods, as shown above. Also note how entries are listed in alphabetical order, as shown above.
- Note that Example 2, above, is a print book and not an online source. As such, no URL is provided at the end of the entry.
- Note that Example 2 is a book, so the title is in italics. For anything other than a book, provide the title in quotation marks, as shown in Example 1.
- **Follow these citation guidelines only.** There's no need to get carried away with full-on MLA or APA style. Let's keep things simple for this assignment.

### **Grading rubric**

Please consult the grading rubric for this assignment to see exactly what I will be looking for when grading. I strongly suggest reading the rubric before writing your essay.

### **Submission**

Assignments must be submitted as a single .pdf file to the Writing Assignment assignment in Brightspace.

# Writing Assignment Checklist

IASC 1F01

## Specifications

Writing assignments must:

- ☐ Be at least 1000 words (approx. 3-4 pages) in length.
- ☐ Be formatted as follows: 12pt Times New Roman font, double-spaced, with 1-inch margins.
- ☐ Include a list of works cited **that adheres to the style guidelines defined in the assignment sheet.**
- ☐ Include at least two works cited. These can be assigned readings from class or external sources you've found on your own.
- ☐ Demonstrate a strong understanding of terms we have covered so far in lecture (i.e. infrastructure, dependencies, and paradigm shifts). Reference our conversations in lecture to explain your reasoning, where appropriate.
- ☐ Be as specific as possible at all times. For instance, rather than discussing "smart-phones" as a technology, you could be more specific and discuss "Bluetooth." Even better than "Bluetooth" could be "The Bluetooth 1.1 specification." Choosing a **highly specific** technology similarly allows you to be as specific as possible when discussing its particulars, dependencies, cultural uses, and so on. For example, consider how alkaline batteries and lithium-ion batteries differ greatly in their dependencies, cultural uses, and historical contexts.
- ☐ Adhere to all additional specifications outlined in the grading rubric. Read the grading rubric before writing your essay. Read it again once your essay is done to ensure you've your best to address every item the rubric covers. Then make any necessary changes before submitting your essay.
- ☐ Be uploaded to Brightspace as a single **PDF file.**

## IASC 1F01 | Writing Assignment Rubric

Name:

|  | Excellent | Solid | Competent | Inadequate |
|--|-----------|-------|-----------|------------|
| <b>Following the assignment</b>  |           |       |           |            |
| The paper adheres to all formatting, length, and delivery guidelines for the assignment.   |           |       |           |            |
| <b>Organization</b>  |           |       |           |            |
| The paper is well-structured; ideas are presented in a clear and logical order.  |           |       |           |            |
| The paper includes an introduction and conclusion, however brief.  |           |       |           |            |
| <b>Mechanics and style</b>   |           |       |           |            |
| The paper is free of spelling errors.  |           |       |           |            |
| The paper is free of grammatical errors.   |           |       |           |            |
| The paper is appropriately formal for a scholarly audience.  |           |       |           |            |
| <b>Content (depth of engagement)</b>   |           |       |           |            |
| The paper makes reference to conversations from lecture to explain its reasoning.  |           |       |           |            |
| The paper demonstrates a deep engagement with its topic. Specific details and complex ideas are favoured over shallow or surface-level points. |           |       |           |            |
| <b>Overall</b>   |           |       |           |            |
| The paper responds to the prompt in full. It answers all questions from the prompt and shows a detailed grasp of the issues it discusses.      |           |       |           |            |
| The paper is well-written overall, demonstrating clear communication skills.   |           |       |           |            |

**Comments**

**Grade**



## Visualization Reflection

THIS ASSIGNMENT IS DUE IN LAB

Assignment: Visualization Reflections

Course: IASC 1F01

Submission: 1) File upload via Brightspace (assignments)  
2) In-class presentation of uploaded file during Lab

Due date: In Lab during Week 5

### Overview

This assignment asks you to use text analysis methods to reflect upon your first writing assignment. You are to create a two Voyant visualizations of your writing assignment and one Voyant topic model of the assignment, using all three to reflect upon your writing and suggest future changes you might make. This work is to be delivered via a short, 2-minute poster presentation to the class. You will present your digital poster to the class from the instructor podium during lab. **The .pdf file of your poster must be submitted to the Visualization Reflection assignment in Brightspace by the start of class.** The instructor will load the files onto the podium computer at the beginning of class.

### Alternative Option

Although students may use their 1F01 Writing Assignment for the Visualization Reflection, this is not a strict requirement. Students may visualize another piece of writing if they desire, including creative writing. Students may also compare two different pieces of writing if they wish, though this is the limit to how many pieces they can visualize (three is too many). If students wish to visualize a piece of writing other than their 1F01 Writing Assignment, they are encouraged to discuss this with their Lab Instructor. All requirements, specifications, and grading criteria are exactly the same if students choose an alternative option for this assignment. Any writing chosen for the Visualization Reflection assignment must be written by the student.

### Your presentation must include:

- Two Voyant visualizations of your writing assignment (you may use various tools within Voyant for this work, although you should have also a rationale for doing so).
- One Voyant topic model of your writing assignment.
- A discussion of meaningful trends in your writing based on this work.

### Your poster must include:

- Three images of three different Voyant visualizations. At least one of these must be a topic model (Topics).
- At least two (brief) pieces of information extracted from each image, written below the image in bullet point form. This means six bullet points in total.

- At the top of the poster: your name and the topic of your first writing assignment.
- The poster must be submitted to Brightspace as a **.pdf file**.
- Posters must be created using FigJam, as demonstrated in lab.
- For more information on poster layout and formatting, you may consult <http://guides.nyu.edu/posters>, keeping in mind that posters for this assignment are to be short and straightforward. Don't overthink your poster design!

### **In your presentation you should discuss:**

- The rationale(s) behind your choice of visualization
- What can you determine about your paper's organization?
- What words rise and fall (or not) in frequency? Would you expect them to do so?
- What topics of words do you identify? What does this tell you about your approach to the topic?
- How could you revise or restructure your paper so that the most important words and topics of words appear in effective combinations?
- What did you learn about your writing based on this work?


### **Presentation guidelines**

- Your poster must be submitted to the Brightspace assignment **Visualization Reflection** by the start of class.
- Keep it simple.

### **Grading**

- You will be graded according to how well you
- Follow the above criteria.
- Capably use Voyant and FigJam to produce your research poster.
- Demonstrate a thoughtful and rigorous use of text analysis, presenting meaningful information you may not have expected to find.
- Deliver the presentation (e.g. eye contact, gestures, enunciation, overall polish, etc.).

### **Advice**

- Remember the url for Voyant is <https://voyant-tools.org/>
- Remember the url for FigJam is <https://www.figma.com/>
- You can export an image of a visualization from Voyant by clicking the  icon at the top-right of the visualization, then clicking "Export Visualization" and selecting "export a PNG image of this visualization."
- Some tools will not allow the option to export an image if you follow the above steps. In that case, simply take a screenshot. If you are not sure how to take a screenshot using your computer, try googling it ; )
- You can import images into FigJam simply by dragging and dropping them from Finder/Explorer. Alternately, you can select File > Import... at the top-left of the window in FigJam.

- You can export your FigJam board to a .pdf file by selecting File > Export as... at the top-left of the window in FigJam. You can then select "PDF." I suggest leaving the Background as solid white.
- Practice your presentation at least twice ahead of time! You'll thank me later : )

## **Submission**

This work is to be delivered via a short, 2-minute poster presentation to the class. You will present your digital poster to the class from the instructor podium during lab.

**The .pdf file of your poster must be submitted to the Visualization Reflection assignment in Brightspace by the start of class.** The instructor will load the files onto the podium computer at the beginning of class.

## IASC 1F01 – Lab Visualization of Writing Assignment

### Grading Rubric

**Student name:**

### Evaluation criteria

| The assignment:  | .5 | 1 | 1.5 | 2 |
|--|----|---|-----|---|
| Includes the student's name, essay topic, and is uploaded to Sakai at the start of class (1 point)         |    |   |     |   |
| Includes 3 Voyant visualizations/images (incl. Topics)   |    |   |     |   |
| Includes 2 bullet points for each image  |    |   |     |   |
| Shows polish in its presentation delivery (eye contact, gestures, enunciation, etc.)                       |    |   |     |   |
| Demonstrates a thoughtful and rigorous use of text analysis, presenting meaningful and unexpected findings |    |   |     |   |

Total          /10

## Team Presentation

THIS ASSIGNMENT IS DUE IN LECTURE

Assignment: Team Presentation

Course: IASC 1F01

Submission: In-class presentation during Lecture

Due date: In Lecture during Weeks 10 & 11\*\*

\*\*Teams may be able to sign up for a presentation time slot earlier depending on how well they perform during Design Challenge 2.

### Overview

This assignment asks teams to dream up a digital media product and present it to the class as a high-fidelity interactive prototype created in Figma. Your project may be anything you wish; some more common options include:

- A social media platform
- A streaming or e-commerce site
- AR or VR software
- An Alternate Reality Game (ARG)
- Something else!

Teams are highly encouraged to **be creative** and **have fun** when developing a project idea, keeping in mind the following:

- Project ideas can be serious if you wish, but this is not a requirement. For example, an ARG for dogs that uses smell-o-vision is perfectly acceptable. You will be judged on the quality and detail of your work and ideas, but this does not mean you cannot have fun with your project.
- Try to think outside the box. For example, what would the next evil social media app look like and what design techniques might it employ? Prototyping a project that you do not agree with personally can be an interesting approach. To be clear: I **do not** support unethical design practices in the real world.
- Remember to keep your ideas professional. Is this something you would be okay with a future employer seeing?
- Remember to draw from material we have covered in Lecture. Review our course readings as you brainstorm potential project ideas.

Teams should come up with an original and creative idea for a digital media product in one of the above areas. Teams will then develop a high-fidelity digital prototype in Figma that shows their envisioned product in action. Project ideas should bring something new to the table, doing something that other products in the same area haven't thought to do yet or haven't yet achieved. In other words, projects should strive to innovate.

### **Team presentation, individual grade**

Even though this is a team project, grades will be determined individually. When teams present their work to the class, each student will receive an individual grade based on their ability to meet the specifications listed below. There is no group grade for this assignment.

Nevertheless, this is a team project and you are expected to work on it together. Teams will be responsible for working together to develop the idea for the project and to divide their prototype into different parts that each team member will create. How you choose to divide your prototype is entirely up to you! For example, if your project is a social media app, you could divide it into four sections (user profile, viewing other profiles, a feed, and account settings). This is just one hypothetical example. Or if your project is an Augmented Reality app, you could divide your prototype into four stages that build on each other iteratively (early prototypes, closed alpha test, open beta test, and release candidate). This is just another hypothetical example.

**If you are not sure how to divide up your project between team members, do not be shy about asking for help.**

Where possible, teams are strongly encouraged to have a consistent look and feel for the whole project. I encourage teams to develop text and colour styles together so their prototypes share the same look, but this is not a requirement. I also encourage teams to develop shared components that are universal across all parts of the project, such as a nav bar, and a shared logo for the project. Again, this is not a requirement. That said, I would love to see it where possible.

**Even though grades are determined individually, I encourage teams to coordinate their work as much as possible. You are still building a project together : )**

### **Prototype specifications**

Prototypes must be created using Figma, and **each team member's** part of the presentation must demonstrate a high-fidelity prototype that meets at least 4 of the following 6 specifications:

- The prototype includes at least 3 different frames
- The prototype includes at least 3 different interactions for moving between frames
- The prototype includes at least 3 different components created from scratch
- The prototype uses at least 3 separate instances of advanced prototyping techniques (variables, conditionals, overlays, etc.). If you are not sure whether something is considered an advanced prototyping technique, ASK ME!
- At least 3 early wireframes of the prototype are shown
- At least 1 FigJam diagram is shown. This diagram must demonstrate the organization of the prototype created. This may be a flow diagram, a sitemap, a set of user tasks, or any other type of organizational diagram that breaks down the work in a systematic manner.

Remember to clearly show that you have met all these specifications in your presentation. **Each team member** must meet at least 4 of the above 6 specifications for their part of the presentation.

### **Presentation specifications**

This assignment will be delivered in Lecture as a 15-minute presentation. Each student must speak for at least 3-minutes, and presentations cannot run longer than 20 minutes in total. I **will** stop presentations that run over time, so please endeavour to avoid this.

In their part of presentation, **each team member** should:

- Describe the team's digital media product and some of its core ideas/principles.
- Walk the class through the Figma prototype, demonstrating its functionality by showing example use cases for your product.
- Explain how work relates back to discussions and readings from Lecture, whether this involves core ideas/principles or specific pieces of functionality and design decisions. Explain how you've drawn from material we've learned this semester when developing this project.
- Describe challenges met and overcome.

### **Grading Criteria**

Please consult the grading rubric for this assignment to see exactly what I will be looking for when grading. In your presentation, make it easy for me to see that you are doing everything I'm looking for in the rubric.

### **Advice**

- Read the grading rubric carefully. I will be filling out a rubric for each team member as they present.
- **Make it easy for me to see that your work meets all specifications.** For instance, if one of the prototype specifications you meet is including at least 3 frames, include a slide with numbered images of all three frames. You can briefly show the slide during your presentation and say "here are my 3 frames." Read the rubric carefully and structure your presentation materials so it is obvious that you've done everything the rubric asks for.
- Teams should take their time making sure they 1) come up with a great project idea and 2) are smart about how the prototype is divided between team members. This will make your work on the project so much easier. If you need help with any of this, please do not be shy about asking for it.
- Where possible, do try to coordinate your work so that it fits together into a coherent whole. For example, I suggest developing text and colour styles as a team that everyone can use to ensure a consistent look across all sections of the prototype.
- **If the same material appears in two different team member's presentations, this will not be accepted. Each team member must present their own unique work.**

This extends to presentation specifications too. Of course, the idea for your project is the same for all team members, but presentation specifications should focus on the specific details of each team member's part of the project. For example: if my job was to prototype the settings menus, I could discuss how the core values/ideas of the project informed specific design decisions I made when building my menus and interactions. Similarly, the course discussions I draw from when discussing my work might be entirely different from those of another teammate who prototyped the user profile pages. The point here is that even though teammates are all talking about the same project idea, the material they discuss should be specific to their particular domain of focus.

- Presentations should be **specific, detailed, and thoughtful**. For instance, if my team's project is the next evil social media app, the 3 prototype interactions I present could be deliberately misleading for users. I could go on to explain how I took inspiration from specific design techniques mentioned in the Harris reading when devising these interactions. Here, I am focusing on the specifics of my portion of the prototype, even as they relate back to the overall ideas/principles of the team's project. When discussing lessons learned, perhaps I could consider how another course reading relates to or expands my understanding of the Harris piece. This is just a hypothetical example of what I mean by being **specific, detailed, and thoughtful**. And, to reiterate, **I do not condone unethical design practices**.
- Practice your presentation both on your own and as a team. Be sure to practice at least twice.
- Remember that enthusiasm is contagious. Try to have fun!



## IASC 1F01 | Team Presentation | Rubric

**Team Number**

N

**Student Name**

N

**The prototype meets at least 4 of the following 6 specifications:**

- \_\_\_ At least 3 different frames shown
- \_\_\_ At least 3 different interactions for moving between frames shown
- \_\_\_ At least 3 different components shown, created from scratch
- \_\_\_ At least 3 separate instances of advanced prototyping techniques shown  
(Examples: variables, conditionals, overlays)
- \_\_\_ At least 3 early wireframes shown
- \_\_\_ At least 1 FigJam diagram shown  
(Examples: flow diagram, sitemap, user tasks)

**The presentation meets ALL of the following specifications:**

- \_\_\_ Describes the product and its core ideas/principles
- \_\_\_ Relates work back to discussions and readings from Lecture
- \_\_\_ Describes challenges met and overcome

### Evaluation criteria

| The assignment:  | Excellent | Solid | Competent | Inadequate |
|--|-----------|-------|-----------|------------|
| Meets all prototype specifications (listed above)      |           |       |           |            |
| Meets all presentation specifications (listed above)   |           |       |           |            |
| Overall attention to detail and thoughtfulness of work |           |       |           |            |
| Overall quality of presentation/delivery               |           |       |           |            |

**Percent grade (/100)**

N

**Point grade (/25)**

N

## Portfolio Reflection

THIS ASSIGNMENT IS DUE IN LAB

Assignment: Portfolio Reflection

Course: IASC 1F01

Submission: File upload via Brightspace (assignments)

Due date: Sunday, December 3 by 11:59 pm

### Overview

This assignment asks you to provide examples of your work over the past semester and reflect upon them through a written component. Your portfolio will eventually be an essential component of your employment application package; in this context, however, I want to see how you've grown over the term as a digital media scholar, practitioner, or artist. Just as importantly, I'd want to see how you intend to grow your portfolio in the coming years.

### Your portfolio reflection must include:

Your portfolio reflection must include **three** different examples of your work. These can be completed or in progress. Examples of your work may include (but are not limited to):

- Artwork
- Prototypes (analog or digital, including programs, games, or anything else)
- Designs (including hypothetical designs)
- A performance
- Video and/or audio creations
- Essays or other forms of writing
- Other

A wide range of work may be included in your portfolio reflection. If you are not sure about including a specific type of work, just ask.

Depending on the content, you may embed your work within the written component (e.g. still images) or include links to multimedia (e.g. videos) hosted online. You may also upload files (e.g. .mp4, .js, .stl, etc.) to the portfolio reflection assignment alongside your written component. If you include a piece of work as a file upload, please make this clear in your written component by listing the name of the file and explaining that it has been submitted to Brightspace alongside the portfolio reflection.

### Your portfolio reflection must discuss:

The portfolio reflection is a short essay that walks a reader through three pieces of your work. Essays should have a clear beginning, middle, and end that discuss the following:

#### Beginning

- Begin your reflection by stating your main area(s) of interest as a digital media practitioner. Do you see yourself primarily as an artist or a programmer? An edu-

cator or a project manager? A designer or a performer? These are just a few examples. You can state between one and three areas of interest. And don't worry, no one will hold you to what you pick.

- Discuss the skills/tools you've learned over the past semester, and how you learned them (e.g. in class, through self-study, etc.).

#### Middle

- Include three pieces of work you've created, as outlined above.
- Briefly describe each creation (including the tool used) and outline how it relates to one of the four IASC concentrations (Digital Scholarship; Digital Prototyping; Digital Expression; Instructional Design).
- Briefly describe how each creation relates to at least one assigned reading or concept we have discussed in Lecture.

#### End

- Describe how you would like to expand on what you have already learned in the future.
- Describe skills or tools you would like to learn in future courses and why.
- Describe your approach to collaboration. Explain one lesson you learned about collaboration while working on the Team Project for this course. Also explain how you plan to approach collaboration differently in the future based on this lesson.
- Discuss what you would like your portfolio to look like at the end of your IASC career.
- Conclude by stating what grade you would give yourself for the course thus far and why.

Notice that the reflection should be structured according to a beginning (introduction to your work), middle (examples of your work), and end (looking to the future). **I strongly suggest reviewing your Visualization Reflection assignment before writing your Portfolio Reflection.** Follow the advice you gave yourself in the Visualization Reflection assignment to write the strongest Portfolio Reflection assignment possible.

#### Additional Specifications

- Portfolio reflections **must** be submitted as a **single .pdf file**.
- Be sure to include your name and student number at the top of the first page.
- No two portfolios will be alike, and that's by design.
- Don't worry too much about formatting. However, do start thinking about how to make your portfolio as visually attractive as possible.
- There is no set word limit for the reflection, but writing should be **detailed** and **comprehensive**. 1000 words is a good target for this assignment. Do include images and screen grabs where relevant.
- Remember you are being graded primarily on your ability to reflect upon your progress over the term and not on the quality of your creations.

- Portfolios do not need to include a list of works cited. (If you really want to include one, you can follow the guidelines from the Writing Assignment; however, there is no expectation for portfolio reflections to include any works cited.)

### **Reflection Guidelines**

- Portfolios must **reflect** upon your work, discussing what you learned and what you hope to keep learning in the future.
- Rather than listing skills, reflections should discuss them in depth. As just one example, if one of your skills is drawing, discuss how you approach technical concerns like shading. Don't just list items--discuss them in-depth.
- Do not simply summarize what you did for a project; take the additional step of reflecting upon how you approached the project and what you learned in the process. As just one example, you could discuss how you went about collecting foley for a sound project and whether your strategy was effective. What did you learn and how will you do things differently next time?

### **Grading Criteria**

Please consult the grading rubric for this assignment to see exactly what we will be looking for when grading. I strongly suggest reading the rubric before writing your reflection.

### **Submission**

Assignments must be submitted as a .pdf file to the Portfolio Reflection assignment in Brightspace. Examples of work that cannot be embedded in the written component (e.g. video files, 3d objects, etc.) may also be uploaded to the Portfolio Reflection assignment.

## **IASC 1F01 | Portfolio Reflection Rubric**

**Name:**

### **All sections completed (n/6)**

Includes three examples of work completed and responds to all questions listed in the assignment sheet.

### **Depth and Quality of reflection (n/6)**

Writing is detailed and comprehensive.

Goes beyond summarizing work to reflect upon it, as outlined in the Reflection Guidelines section of the assignment sheet.

### **All Specifications met (n/3)**

Follows all specification listed in the assignment sheet.

Writing is free of errors; ideas are well-structured; the portfolio strikes a professional tone.

### **Final comments**

Written comments appear here

### **Total**

N/15

## Weekly Schedule

| Week                               | Lecture   | Lab                                | Due Dates                            |
|------------------------------------|---|------------------------------------|--------------------------------------|
| <b>Week 1</b><br>Sept 6 - Sept 10  | Hello, world!   |                                    |                                      |
| <b>Week 2</b><br>Sept 11 - Sept 17 | Discussion of Jones reading<br>Design Challenge 1   | Thought experiment                 |                                      |
| <b>Week 3</b><br>Sept 18 - Sept 24 | Writing Workshop<br><b>Bring a draft of your writing assignment (2 printed copies) to lecture. Be sure to bring a pencil as well.</b> | Voyant                             | <b>Lecture: Writing Assignment</b>   |
| <b>Week 4</b><br>Sept 25 - Oct 1   | Discussion of Remediation and Time Management readings<br>Guest Lecture   | FigJam                             |                                      |
| <b>Week 5</b><br>Oct 2 - Oct 8     | Discussion of Harris and Wallace readings<br>Introduction to Team Presentation assignment   | Visualization Reflections          | <b>Lab: Visualization Reflection</b> |
| Reading Week<br><b>Oct 9-13</b>    |   |                                    |                                      |
| <b>Week 6</b><br>Oct 16 - Oct 22   | Project Management  | Wireframing                        |                                      |
| <b>Week 7</b><br>Oct 23 - Oct 29   | Prototyping in Practice<br>Design Challenge 2   | Designing                          |                                      |
| <b>Week 8</b><br>Oct 30 - Nov 5    | Design Challenge 2  | Prototyping                        |                                      |
| <b>Week 9</b><br>Nov 6 - Nov 12    | Team Time   | Collaborating                      |                                      |
| <b>Week 10</b><br>Nov 13 - Nov 19  | Team Presentations  | Portfolio Reflections<br>Team Time | <b>Lecture: Team Project</b>         |
| <b>Week 11</b><br>Nov 20 - Nov 26  | Team Presentations  | Portfolio Reflections<br>Team Time | <b>Lecture: Team Project</b>         |
| <b>Week 12</b><br>Nov 27 - Dec 3   | Semester Debrief  | Portfolio Reflections              | <b>Lab: Portfolio Reflections</b>    |
| <b>WINTER BREAK</b>                |   |                                    |                                      |

## Assigned Homework

All required readings can be accessed on Brightspace by clicking Content on the top nav bar, then clicking the arrow to the left of Assigned Readings.

You can also Click on Assigned Readings on the Course Home page.

|                                    | Required reading for Lecture   |
|------------------------------------|--|
| <b>Week 2</b><br>Sept 11 - Sept 17 | Jones, "The Emergence of the Digital Humanities (as the Network is Everting)." ( <a href="https://brightspace.brocku.ca">https://brightspace.brocku.ca</a> )   |
| <b>Week 3</b><br>Sept 18 - Sept 24 | Bring a draft of your writing assignment (2 printed copies) to lecture. Be sure to bring a pencil as well.   |
| <b>Week 4</b><br>Sept 25 - Oct 1   | Bolter & Grusin, "Introduction: The Double Logic of Remediation." ( <a href="https://brightspace.brocku.ca">https://brightspace.brocku.ca</a> )<br><br>Bast, "Crux of Time Management for Students." ( <a href="https://brightspace.brocku.ca">https://brightspace.brocku.ca</a> ) |
| <b>Week 5</b><br>Oct 2 - Oct 8     | Harris, "How Technology is Hijacking Your Mind." ( <a href="https://brightspace.brocku.ca">https://brightspace.brocku.ca</a> )<br><br>Wallace, excerpt from <i>Infinite Jest</i> . ( <a href="https://brightspace.brocku.ca">https://brightspace.brocku.ca</a> )                   |