UNIVERSITY OF MARY WASHINGTON – NEW COURSE PROPOSAL
Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
</table>

Proposal Submitted By: Zach Whalen  
Date Prepared: 9/22/2014  
Course Title: Applied Digital Studies  
Department/discipline and course number*: DGST 395  
*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>DGST 101: Introduction to Digital Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

Date of first offering of this new course: FALL SEMESTER, year | Fall 2015  
Proposed frequency of offering of the course: Alternating academic years  
List the faculty who will likely teach the course: Zach Whalen, Jeff McClurken  
Are ANY new resources required? | NO | X | YES  
Document in attached impact statement

This new course will be (check all that apply):  
- Required in the major: X  
- General Elective:  
- Elective in the major:  
- General Education**  

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:  
Apply the skills and methodologies developed in the Digital Studies curriculum toward larger-scale, self-designed digital projects that contribute meaningfully to some cultural field, academic discipline, social issue, or other research question.

COURSE HISTORY  
Was this course taught previously as a topics or experimental course? YES | NO | X  
Course Number and Title of Previous Course | Semester Offered | Enrollment |

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:  
1. Rationale Statement (Why is this course needed? What purposes will it serve?)  
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)  
3. Sample Syllabus

Department Chair Approval: ___________________________  
Date: ________________  
CCC Chair Approval: ___________________________  
Date: ________________  
UCC Chair Approval: ___________________________  
Date: ________________
New Course Proposal
DGST 395: Applied Digital Studies

Rationale

DGST 395: Applied Digital Studies will be a new course, required in the new Major in Communication and Digital Studies and available as an elective for the Minor in Digital Studies. As an advanced sequel to DGST 101, DGST 395 is an opportunity for students to apply the skills and methods introduced in DGST 101 and developed in other coursework toward larger-scale, self-designed projects. Early in the semester, students work under the guidance of the professor to identify digital projects of significant scope, especially those involving a meaningful contribution to some cultural field, academic discipline, social issue, or research question.

By designing their own projects, including defining outcomes, tasks, checkpoints for progress, and a rubric for evaluating its final deliverable, students take ownership of the conditions for their project's successes or shortcomings. Not only does this build on prior coursework, it also develops useful skills like project planning, organization, and reporting. This student-directed design orientation could also support a hybrid class model with in-person meetings weekly or even monthly.

These goals and self-ownership form an important part of the Digital Studies curriculum because the scope and value of the student's projects will have potential impact beyond the university community. As such, these projects can serve as a bridge between a student's undergraduate experience and the rest of their life.

Impact Statement

This course will not require any new resources, but it will benefit most by taking advantage of the opportunities available in the new ITCC.
DGST 395: Applied Digital Studies

Where: ITCC 328
When: 10:00 MWF
Who: Professor Zach Whalen
Web: [www.something.com]

Course Description

DGST 395 is an opportunity for students to apply the skills and methods introduced in DGST 101 and developed in other digital studies coursework toward larger-scale, self-designed projects. Early in the semester, students will work to identify digital projects of significant scope, with encouragement to develop those projects involving a meaningful contribution to some cultural field, academic discipline, social issue, or research question. At the same time, students read a common group of critical or narrative texts that develop a central question.

Objectives

By completing this course, successful students will

- Gain experience with project planning and execution, including a formal proposals and periodic project reports.
- Develop skills in designing, building and sharing ideas that can be expressed through the uniquely multimodal, procedural, and networked capabilities of digital tools.
- Explore processes of knowledge production by using digital technology in researching, analyzing, and executing critical inquiry.
- Contribute meaningfully to address some cultural field, academic discipline, social issue, or research question.

Required Materials

- Various supplementary readings and resources available through Canvas or on the web.
- A domain of your own.

Assignments and Grading
Project (30%)

The major work of this semester will be a long-term digital project of the student's design. Projects might include conducting research, producing creative work, building scholarly resources, or any other project that explores or contributes to digital culture, digital history, or digital methodology. In most cases, this project will be a website, but alternatives may be appropriate. All students will be expected to share their projects in a symposium at the end of the semester or academic year. In any case, each student will consult regularly with the professor and other students to design the project and define its scope and its terms for success. Ultimately, the project itself will comprise 40% of the student's grade for the semester.

Proposal (20%)

The first major assignment will be to generate a proposal document for the conceived project. Students will work to draft a formal proposal consisting of a detailed prospectus for the project, an evaluation of required resources, an analysis of its audiences, and a schedule for delivery. Students will pitch these proposals to the professor and class, revising it as necessary based on feedback. The proposal document in its final version is worth 20% of the grade for the semester.

Contract (20%)

After a proposal has been accepted, students will create a contract that affirms the claims made in the proposal and establishes criteria for evaluating the project's success. The contract articulates a shared public commitment among the student, the professor, and the rest of the class to deliver the project as promised.

Progress Reports (10%)

At regular intervals throughout the semester, students will share reports on their project's progress. These should be incorporated into the proposal and contract so that for each report, the student will be able to report progress on tasks specific to that point in the project's development. All told, these reports will be worth 10% of the student's grade.

Participation (20%)

Besides working on and discussing the projects, classes and online participation will be dedicated to a high level discussion of advanced topics in digital studies, focused on key readings of relevant critical and literary texts. Students should come to class every day prepared to discuss the material in detail, and students should contribute regularly to similar discussion in online platforms like Twitter or the class content hub. Failure to contribute to both of these venues or a pattern of absences from class will result in a lower grade for participation.
Policies and Expectation

#dgst395

This class involves social media, and I strongly encourage you to use it informally. Whenever you tweet, tumblr, facebook or instagram anything related to this class, use the hashtag #dgst395 to contribute something to our distributed conversation.

Communication

I will use Canvas announcements to communicate important information about this class, including assigned readings and changes of venue. Those messages will go to your email, which you should check at least once a day. You may also find it convenient to configure your Canvas account so that it sends announcements via text message. Whatever works best for you, it is very important that you routinely check these announcements.

Content Notice

Through the course of this semester, we'll look at a wide array of content that may include films, comics, TV, and any manner of things that people post on the Internet. It is possible that some of this material may be disturbing or offensive including subject matter related to race, sexuality or violence. We will treat all such material with appropriate maturity and decorum, but if you find this sort of thing offensive or intolerable, this may not be the class for you. Still, any student should feel free to talk to me at any time about any assignment.

Attendance and Participation

This class will depend heavily on in-class and online discussion, and you should be an activist participant in both formats. You should be present in class every day we meet, ready to contribute something to a discussion about the assigned reading or homework. Likewise, you should be adding to our distributed conversation online via your website, Twitter, or other means.

I will keep track of attendance every day, and an excessive amount of absences -- four or more -- will seriously impact your Participation grade (20% of your final). Five absences will reduce your participation grade by half. Six will result in a 0 for Participation. Eight or more absences will result in your failing this course.

Of course, to participate means more than simply being present in class. You may find some of the assigned reading to be challenging, so you should take notes on readings and bring those notes with you. All of the assigned readings will be online, so if you're more comfortable reading on paper, print out the text and make notes or write questions in the margins.
Use of Electronic Devices in Class

You are allowed to bring your laptop, tablet, phone, or other electronic devices to class. In fact, you'll be using it frequently for taking notes or completing other tasks in class. You should, however, restrict your computing activities to uses that will support the activities of class. You are on your honor to consider the educational needs of others, and you should understand that inappropriate computer use can be a major distraction to your colleagues. Also, please silence your cell phone, and -- unless there is some emergency -- please do not answer it. If you are browsing Reddit instead of participating in class, I will consider you absent for the day. Furthermore, if I notice that this policy is routinely abused, I reserve the right to ban use of electronic devices either for you individually or for the class at large.

Academic Dishonesty

The UMW Honor System is in effect for our course. Several assignments will be completed as collaborative work, but all other work must be your own, as per Article 1, Sections 1 and 2 of the University of Mary Washington Student Honor Code.

If you are unsure if something you’re preparing to turn in constitutes plagiarism, you should ask me or consult the Writing Center. Ignorance of proper citation and acknowledgement practice is not an excuse.

Late Work

Unless otherwise indicated, all assigned work is due at the beginning of class on the specified due date. Work that is submitted after this time will be considered late and will be subject to a significant grade penalty, equivalent to a letter grade per day. Work that is later than four days after the due date will not be accepted under any circumstances.

Decorum

Students are expected to treat the instructor and fellow students with the appropriate degree of respect, both in class and in online discussions. Communication, either in person or through electronic media, that is deemed abusive, threatening, or harassing in nature will not be tolerated.

Disability Accommodations

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, get in touch with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted
the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

Schedule

The following is a tentative outline and schedule for our activities this semester. Assignment due dates will be reflected within Canvas, and a day-to-day agenda will be available in a Google Calendar.

Week 1
- Introductions
- Evaluation of Digital Projects
- Raley, “Introduction”

Week 2
- Choosing a Project
- Writing the Proposal
- Raley, “Border Hacks”

Week 3
- Proposals Due
- Responding to Proposals
- Raley, “Virtual War”

Week 4
- Conferences
- Writing the Contracts
- Raley, “Speculative Capital”

Week 5
- Contracts Due
- Galloway, “Introduction: The Computer as a Mode of Mediation”

Week 6
- Galloway, “The Unworkable Interface”

Week 7
- First Progress Report Due
- Galloway, “Software and Ideology”

Week 8
- Galloway, “Are Some Things Unrepresentable”

Week 9
- Second Progress Report Due
- Galloway, “Disengenuous Informatics”

Week 10
- Conferences
- Manovich, “Part 1: Inventing Media Software”

Week 11
- Third Progress Report Due
- Manovich, “Part 2: Hybridization and evolution”

Week 12
- Manovich, “Part 3: Software in action”

Week 13
- Fourth Progress Report Due

Week 14
- Conferences

Week 15
- Prepare and Rehearse presentations

Finals Week
- Final Project Presentations