

94.843/64.743: Multi-Modal Communication & Research
Fall 2020, 6 units

Location: tbd & Remote; **Meeting time:** Tuesday 3:05 – 4:25

Instructor: Dr. Brett Ashley Crawford

Contact info: brett@cmu.edu; 301.802.6016(c),@brettashley13,

Office Hours: tbd or by appointment

(drop by online @ <https://cmu.zoom.us/j/375620710>

or schedule on <https://Calendly.com/drbrttcmu>)

AMT Lab Staff

Chief Editor: Liz Forrey; **Technology Manager:** Andrew Wolverton

Course Description

Centering work at the intersections of arts, management and technology, this course is designed in a 'studio lab model' in which students gain an understanding of how technology is shaping arts and entertainment enterprises across the globe while simultaneously experimenting with how to share that knowledge digitally. Students learn the tools and techniques for conducting professional research. But they also learn content creation for multi-modal communication via emerging digital content pathways – standard online articles, infographics, podcasts and visual interactives. Research findings are intended for publication on the Arts Management and Technology [research platform](#), curated by a student-managed team to serve professionals working in the field.

This class is designed to provide a breadth of skills that will serve emerging professionals in the fields of research, communication, or institutional development. With a focus on digital modes of communication, young professionals leave the course with effective skills to communicate ideas to peers, supervisors or customers. Current and future leaders need to understand how to evaluate or conduct research emerging opportunities in order to make effective decisions.

Adopting a studio model, students will spend time prior to class meetings gaining an understanding of theories and approaches to research and digital communication. In class, students will work actively to synthesize the theories and put them into practice, from creating an evidenced based infographic to scripting and recording a podcast episode.

Each student will work on a semester long, independent, research project at the intersection of arts management and technology. A list of potential, but not prescribed research topics are provided at the beginning of the semester and all assignments scaffold from inception to final product.

OVERALL LEARNING OBJECTIVES:

1. Refine non-fiction multi-modal communication skills – both style and mechanics
2. Gain skills for distribution pathways in content curation for the web in written, audio, and visual storytelling formats
3. Generate content for their professional portfolio
4. Gain skills in locating and using diverse and reliable research materials to support a planned research project
5. Deepen evaluation skills in digital literacy

LEARNING OUTCOMES BY THE END OF THE COURSE	ASSESSMENTS
Research and engage in public discourse at a professional level	Online and in-class discussion
Create bibliographies of resources from diverse and reliable sources on arts management and/or technology topics	Preliminary and Final Research Projects
Evaluate craftsmanship in writing, argument structure and communication of complex information in internet-based, multi-modal formats	Class preparation and in class discussion
Create clear and professional, multi-modal work	Research proposal, preliminary & final research project, online discussion
Create a useful infographic	Preliminary research project with infographic
Utilize the online publishing platform, Square Space	Preliminary & Final Projects
Script and record a podcast episode draft	Podcast script, Podcast episode
Identify the current and future opportunities for technology in the arts, culture and entertainment management space	Weekly News & online discussion

Course Materials:

1. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, *The Craft of Research*, 4th ed., Chicago: University of Chicago Press, 2016. ISBN: 978-0226065663
2. Excerpts from texts and links to articles (available in Box and linked through Canvas)
3. Podcasts, Videos and handouts (available on Box and linked through Canvas)

Recommended Materials & Resources:

1. AP Guide www.apstylebook.com or <http://owl.english.purdue.edu/owl/resource/735/02/>
2. Chicago Style Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html
3. William Zinsser, *On Writing Well*, 30th ed., New York: Harper Perennial, 2006. ISBN: 978-0060891541 (any edition – most recent recommended)
4. [Grammarly](#)
5. [Zotero](#)

Useful Reference Websites for research and weekly news assignment:

- [Arts Management and Technology Lab](#)
- [NYTimes Technology](#)
- [WSJ Technology](#)
- [Nten.org](#)
- [Mashable.com](#)
- [Techcrunch.com](#)
- [Bethkantor.org](#)
- [Arstechnica.org](#)
- [Nonprofittechforgood.org](#)
- [TechImpact.org](#)

Other texts (not required but referenced and useful in your career):

- Kate Turabian, *A Manual for Writing of Research Papers, Theses, and Dissertations*, 8th ed., Chicago: University of Chicago Press, 2013. ISBN: 978-0226816388
- William Strunk, Jr. and E. B. White, *The Elements of Style*, 4th ed. Longman Publishing, 1999. ISBN: 978-0205309023

Course Requirements

Classroom and Online Engagement

At the graduate level, attendance is assumed, except in extraordinary circumstances. Should such circumstances arise (illness, earthquake, etc.), please make every effort to let me know by phone or email before class begins. The course is run in a STUDIO / quasi-production house style embracing a post-covid distributed work environment.

Active class participation synchronous and asynchronously is expected. The class will offer opportunities to learn in an active and synergistic manner. Class time will include discussion of assigned readings, in-class hands-on learning, round robin share-outs of research.

WEEKLY EXPECTATIONS:

1. ***Class preparation:*** prior to class any indicated readings, videos or audio files should be reviewed with questions or thoughts pulled out ready for discussion during class and offered prior to class via the Discussion Board.
2. ***Weekly reflections (12% of grade = 12 weeks. NOTE: some weeks don't have discussion board and some don't have weekly reflections)***
 - a) At the conclusion of each day we will end class with a reflection. You will be asked to login to your Box folder and your reflections Box note. At the top of the Box note put the date, and post pictures (or screenshots) of your in-class work for the day and a wrap up thought of how the day's activities contributed to your understanding or your particular work and what you plan to do in the next week.
3. ***Weekly News & "Index Card"*** (13% of grade = 13 weeks)
 - a) Each week you are to post a piece of news as prompted in the schedule. It is often about an emerging technology as found in in your research. On a few occasions you will

be directed to find a non-news related piece as part of the weekly prompt. The piece needs to have been published WITHIN THE LAST 6 MONTHS and you should also include why you picked it (what makes it interesting) AND a CHICAGO STYLE bibliographic citation for practice. You have 2 weeks you can 'skip' or you can earn extra points by doing all weeks.

- b) Each week you will post to discussion board a short paragraph (what would fit on a 3X5 index card) that offers your take on the material prepared for class that day. How does it affect you? What questions do you have? This prompt is often linked to the weekly news prompt for the week.

Assignments

1. 1 page research plan with accompanying bibliography (5%)
2. Preliminary and final project reflections (10%)
3. Preliminary research project (aka article) with an infographic and other visuals in Box with a Square Space build-out trial experience* (20%)
4. Final research project (30%)
 - a. Built out on Square Space ready for publication*
5. Podcast Script, self-recording & reflection (10%)
6. Extra Credit Option:
 - a. WOYP/FT with mini product review = (see amt-lab.org for example)
 - b. Podcast interview or recording with the AMT Lab Podcast Producer

All assignments tie into the individual research work conducted by the student. To support student research suggested "research tracks" are provided. Additionally, Canvas has a linked folder with a broad collection of noteworthy / newsworthy materials – from Global Reports to the newest holographic concert. As you move through your research, **note** that www.amt-lab.org should also be searched by your topic to catch you up on what has been done to date on that topic.

***Publication Process:** The instructor provides feedback as part of the grading process. Sometimes the student will be asked to add images, urls or update some aspect of the work. Assignments will then be tagged IN BOX for the Chief Editor for final review. Once the Chief Editor has cleared the piece for publication, the student is instructed to upload the completed work to Square Space. The Chief Editor will finish formatting the piece and schedule it for publication. STUDENTS SHOULD **SAVE NOT PUBLISH** WHEN WORKING IN SQUARE SPACE.

Off-campus opportunities:

Follow Pittsburgh Technology Council

Webinars on Tech Impact, Nonprofit Technology Network, and Nonprofit Tech for Good.

Engage in the world of the arts playfully using tech

Grading Scale* (We are following an ‘ungrading/self-grading’ model, but these are the frameworks

A+	99-100%	C+	78-80.9%
A	94-98.9%	C	74-77.9%
A-	91-93.9%	C-	71-73.9%
B+	88 - 90.9%	R	70.9% and below
B	84-87.9%		
B-	81-83.9%		

Late work: All assignments are afforded a **48 hour grace period**. However, should a student find that they need more than 48 hours, permission of the instructor PRIOR to the original due date of the assignment is required. Without permission and a newly established “due date,” work will lose 10% of its potential point score for each 24 hour period after the grace period.

Ungrading:

What is it? You meet with the instructor for 15 – 30 minutes 3 X per semester. You will be working *in dialogue* with the instructor to identify the qualities of work that you expect of yourself as aligned to the outcomes of the course, grading yourself with rubrics for each non-weekly assignment, then determining *in dialogue* with the instructor at midterm and end of the semester what grade you should receive (I often find you are harder on yourself than I would be 😊)

How does it work? For each assignment there is a reflection and a rubric. You will complete the rubric as a Canvas ‘quiz’ online and you will submit a reflection that offers your perspective in what you learned and your mastery of the materials outlined as objectives in the class. 2 check-ins are required for clarification of class outcomes and self-expectations (one at the beginning and one mid-way). At the end of the semester we will review the course objectives, your self-evaluations, and together discuss your final grade and its contributing factors.

Definition of roles:

Dr. Brett Crawford is both faculty instructor and Executive Director for the platform. As publisher she identifies content as ‘ready’ for fine-tune editing by the editor. All grading for the course will be conducted by the Instructor.

The Chief Editor works with the ED to determine the research scope and editorial calendar. She works with all contributors in shaping the written product and edits all writing assignments and other content for publication.

Additional staff of AMT Lab include the Social Media and Marketing Manager who works with AMT Lab contributors, the publisher and the editor to market AMT Lab across all social media channels, the Podcast Producer who works with the Technology Manager to plan, record and publish the podcasts on the platform and through various Podcasting servers, such as Spotify or iTunes.

Course & Classroom Policies and Expectations

Laptops. Laptops are required for in-classroom work. Like a professional staff meeting, using the computer during meetings is expected but limiting focus to work-related content and software is expected. Please also bring headphones for potential technology fails (like with videos shared).

Food/Drink. Food/drink policies align with Carnegie Mellon University and Heinz College's policies which many change due to shifting needs of health and safety of our community. Water bottles are always welcome, but please stay on top of what is expected for your behavior semester to semester.

Cell Phones. Turn off or, at least, mute your cell phone during class sessions and keep it in your bag or in a drawer if at home. If you need to accept a call for a work or home concern, take the call out of the classroom (letting the instructor know of the expected call prior to class beginning).

Intellectual and Professional Integrity

This course is a part of your graduate education, an education that is designed to provide you with the tools for a successful, professional career. Assumed within is a high standard of ethics and integrity. You are expected to have read and understood the Heinz & MAM Student Handbooks. Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. Cases of cheating and plagiarism will be submitted to and reviewed by the Office for Student Conduct and Integrity (CMU) and Dean's Office; more severe penalties may be imposed, *up to and including expulsion from the Heinz College. Any work for the course that includes plagiarism or other misrepresentation will receive a 'zero' for the assignment and a replacement piece of content will need to be created. A second work submitted that violates this policy will result in an 'R' for the course.*

Respect and Support

In addition to the guidelines concerning work materials, you are expected to behave in a supportive and professional manner towards your colleagues/classmates; this includes sharing resources for mutual benefit, protecting information told in confidence, and helping to create a general classroom climate of honesty and respect.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and the pronouns by which should be used to refer to us. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Special Educational Needs and Interests

My goal is to provide the most effective educational atmosphere for all students. Please let me know, in confidence, early in the semester if you have any special needs (broadly defined). In addition, If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of a professional education experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

FAQs:

How do I pick my research topic and question? Students are provided a list of potential research tracks. From there, the instructor oversees and works with students individually to refine research topics and questions that results in the research proposal

What happens when I turn in my assignments to Box? Instructor grades and evaluates assignments to determine readiness to move onto editing phase with the Chief Editor.

When is my work published? The Chief Editor manages publication dates and works directly with students to finalize publishing calendar and online engagement.

Who owns the rights to my work? Work is published under a creative commons license. You own the rights to your work but by engaging in the class and publishing on the website you provide AMT Lab with a license to use it within CMU's various offerings.

What if I want to publish the same material elsewhere? You may do what you wish, but we ask that you include in a header: "The work was created for and originally published on the Arts Management and Research Laboratory's website (<https://www.amt-lab.org>).
