

# COMM 362 Digital Media Foundations

## Course Syllabus

### Course Description

This course provides a look inside the technologies and infrastructures that make digital media function. Students investigate and manipulate code, formats, platforms, and networks in order to consider the relationship between these structures and the audio, visual, and interactive media representations that are possible. This includes material about search engines; audio, still, and motion picture formats; bots, advertising and content distribution networks. Although some topics will be technical, **no previous technical experience is expected**. (Image credit: [lolcatbible \(http://www.lolcatbible.com/index.php?title=File:Knowledge\\_0wnz.jpg\)](http://www.lolcatbible.com/index.php?title=File:Knowledge_0wnz.jpg) .)

### Understanding The Way This Course is Organized Online

This class does not have set meeting times. You'll work your way through the Canvas Modules listed at the home page of this Canvas site. There is one module per week. Each Sunday, the course calendar has a ungraded reminder that you should have completed the work for the prior week. Work in modules can be completed at any time but **it really helps to make a schedule for yourself** as though you were taking the class in person and attending lectures at a specific time.

All course lectures, online activities, and reading/listening material is **color coded** to help you find what you need when you have to refer back to things later. The types are:

- **How To Do It** (practical skills related to digital media; allows you to do things with digital media; things that are primarily related to the technical part of **lab assignments**)
- **Why It Works That Way** (ideas/concepts that help you understand the skills; future-proofing you against tech changes; things that are primarily assessed in **writing assignments** attached to each lab)
- **Big Picture** (the comprehensive view; broader context; ideas not directly related to lab work or a lab reflection paper; primarily related to **quizzes** or the **final paper**)
- **Class Logistics** (meta; things about how to turn in assignments, etc.)

Each item in a module is also listed with a rough estimated time that it may take to complete.

### Overall Class Requirements

- Complete recorded lectures, the associated online activities, and the assigned readings.
- Participate in a thoughtful and informed way during section activities that involve online collaboration platforms (e.g., Slack).
- Take three short quizzes.
- Submit the five lab assignments and their associated papers. The fifth and final final lab assignment has no associated paper, instead it has a brief video recording.

- Complete a final paper. In our class the final paper is partially assembled using revisions from earlier writing assignments.

## Class Structure

Due to the pandemic, the course consists of a series of **pre-recorded lectures and online activities** each week that are approximately equivalent to the two lectures and a section meeting that would normally be required without a pandemic. There are also **drop-in co-working sessions** and other activities that will happen on **online collaboration platforms** that are equivalent in effort to an in-person section that would be required if these were normal times. These lectures and online activities supplement but do not duplicate the **readings**; readings supplement but do not duplicate the pre-recorded lectures and online activities. Some of the course content is available *only* from *either* lectures/online activities *or* the readings and students are still responsible for that material.

Overall, the bulk of the work in this course consists of five **lab assignments** that also include **papers** (except the last one, which is a little different). Drop-in co-working sessions provide time to work on the lab assignments with other people via Zoom, but additional time will be necessary on your own. The first four lab assignments involve some practical work with digital media followed by **a short reflection paper**. The first four lab assignments are your individual work. The final lab assignment differs from the others in that *you* will choose the **topic**, the final deliverable will include a very brief **presentation**, and the work may be completed alone or **in a team of your choice**.

The last lab assignment provides material for a **final paper** that must be your own work. This final paper may include your earlier writing from previous papers. This **final paper counts as a final exam** for this course: there is no other final exam.

There will also be three **short quizzes** instead of a midterm in this course. There is no other midterm. There are no surprise or "pop" quizzes. The quizzes are open book and designed to be easily completed if you have been keeping up with the recorded lectures, activities, and readings.

Even though we are not meeting as a group at a particular time, you are still enrolled in a **section** via Wolverine Access and the GSI responsible for that section will help to organize your fellow section members online and be your primary point of contact for grading. Your section will also include section activities hosted via **online collaboration platforms** (e.g., Slack), such as question/answer sessions and asynchronous **writing workshops**.

All lab assignments and papers must be submitted in order to receive a passing grade in the class. However, if you receive a poor grade on a lab assignment there will be an opportunity to **revise it** to improve your grade.

All of the reflection papers except the last one **must be revised in response to feedback**. They form the basis for a paper-length essay on the topic of this course due at the end of term.

## An Important Note About Writing

As an upper level writing course, one goal of this course is to improve your composition skills. You should be prepared to put in the **time and effort** it takes to do this.

Papers must be **proofread and spell checked** before they are turned in. This is an upper-division class and writing mechanics and the basics of grammar will not be addressed in class. We will be focusing on strategies for structuring an argument, using evidence effectively, and polishing an essay's thesis statement.

## Learning Objectives

- Master the distinction between **analog and digital** and the idea of digital **convergence**.
- Appreciate the constraints of formats, standards, and computer systems as **technical, economic, and social** media of communication.
- Demonstrate familiarity with the key issues surrounding the evolution of the Web and the Internet, including **technologies, business models, and the changing media industries**.
- Recognize and understand the basic parts of **a computer program**.
- **Write simple computer programs** in Scratch and Processing.
- Build a **technical/practical project** that extends your knowledge of one topic in a direction that you choose. This may be suitable for a portfolio of work.
- Display a **conceptual understanding of computer programming** as a genre, a form of composition and a kind of (very restrictive) human language.
- Write a **professional-quality essay** about a relationship between the structure of digital media and its content.

## Course Credit

- This elective course has no prerequisites and is open to students from any major or level.
- Completing this course provides four units of undergraduate credit.
- This course satisfies the **Upper-Level Writing Requirement (ULWR)** (<https://lsa.umich.edu/sweetland/undergraduates/upper-level-writing-requirement.html>)
- If you already satisfied the ULWR requirement with a different class, this course counts toward the "Advanced Communication and Media Credit" for the Major in **Communication and Media** (<https://www.lsa.umich.edu/comm/>).
- This course counts toward the "Technology and Society" focus track for the Minor in **Science, Technology, and Society** (<http://www.lsa.umich.edu/sts/>).
- This course counts as an elective toward the Minor in **Digital Studies** (<https://digitalstudies.umich.edu/>).

## Grading

This course contains a broad spectrum of students with different skills, from noobs to hackers and in between. In order to ensure that those less comfortable are not at a disadvantage, this course is **not graded on a curve**, there are opportunities to revise assignments for a better grade, and there are extra credit opportunities. The teaching staff reserves the right to award additional points to reward remarkable effort and an upward trend in your work regardless of your starting point.

Your **final grade** will be weighted:

- Participation: 16%
- Quizzes (3 x 3% ea.): 9%

- Assignments (5 x 11% ea.): 55%
  - ...for each assignment this includes:
    - the technical stuff (3%)
    - the paper part (8%)
  - ...except for Assignment #5, which is graded holistically (11%)
- Final Paper: 20%

**Participation** includes viewing recorded lectures (similar to attendance if our class were held in person), the completion of ungraded activities associated with lectures, the quality and quantity of participation in online activities organized by your section instructor on the online collaboration platforms (for example: pandemic pods, writing workshops, etc.), and more generally your overall quality and quantity of contribution to the course.

## Textbooks

There are **no required textbooks** to buy for this course.

**Course readings** will be provided to you electronically at the beginning of the week you are expected to read it.

Here is a list of the foundational books and readings where we found the course's major ideas. If you want to learn more about these topics, you might want to check them out:

- Chun, Wendy Hui Kyong. (2013). *Programmed Visions: Software and Memory*. MIT Press: Cambridge, MA.
- Zuboff, Shoshana. (2019). *The Age of Surveillance Capitalism*. PublicAffairs: New York.
- Washington, Alicia Nicki. (2020). When Twice as Good Isn't Enough: The Case for Cultural Competency in Computing. *Proceedings of the 51st ACM Technical Symposium on Computer Science Education*.
- Lampland, Martha & Star, Susan Leigh (eds.). (2008). *Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life*. Cornell University Press: Ithaca, NY.
- Rushkoff, Douglas. (2011). *Program or be Programmed*. Soft Skull Press/OR Books: New York.
- Broussard, Meredith. (2019). *Artificial Unintelligence: How Computers Misunderstand the World*. MIT Press: Cambridge, MA.
- Hayles, N. Katherine. (2005). *My Mother Was a Computer*. University of Chicago Press: Chicago, IL.
- Comer, Douglas E. (2007). *The Internet Book*. (4th ed.) Pearson/Prentice-Hall: Upper Saddle River, NJ. (Important: Do not use an earlier edition of this book as it describes an earlier Internet.)
- Reas, Casey & Fry, Ben (2014). *Processing: A Programming Handbook for Visual Designers and Artists*. (2nd ed.) Cambridge: MIT Press. (Important: Do not use the 1st edition. It is obsolete.)
- Reas, Casey & Fry, Ben (2015). *Make: Getting Started With Processing* (2nd ed.) Maker Media: San Francisco, CA. (Important: Do not use the 1st edition. It is obsolete.)
- Becker, Howard S. & Richards, Pamela. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press. (any edition is fine.) (Note that although the phrase "social scientist" is in the title of the book, this book is equally relevant to any researcher from the social sciences, humanities, arts, natural sciences, or really any field -- even if they don't identify with the phrase "social scientist.")

- Strunk, William Jr. & E. B. White, E. B. (2000). *The Elements of Style*. (4th ed.) New York: Longman, 2000 (reprinted 2018). (I like the fourth edition, but any edition is fine as long as it is not a rip-off that does not include E. B. White. Don't buy anything that says "original edition," "simplified," "workbook," etc. if it does not include E. B. White as a co-author: it's a scam. If it says "Illustrated" and has Kalman as a co-author too, I think that is OK -- this just means it has pictures.)

## Materials

This class involves specialized software. To complete the class you will need access to a **Mac or Windows computer on which you have permission to install software**. The machine must also be recent and there must be space available for new software. Unfortunately Chromebooks will not work (we've tried).

Normally we recommend the campus computer lab for people who do not meet this criterion, however due to the pandemic access to the computer lab may not be possible. If you do not have access to a computer that meets these requirements please contact the instructor as soon as possible. If financial hardship or pandemic emergency make it impossible for you to obtain a laptop or desktop computer that meets these requirements we will try to problem-solve with you to make this class possible.

## Major Deadlines

Deadline dates may change as the semester progresses -- but we hope not! They are usually firm. See the [schedule page \(http://www-personal.umich.edu/~csandvig/362F19/schedule.html\)](http://www-personal.umich.edu/~csandvig/362F19/schedule.html) for deadlines.

## Class Policies

Letter grades will be calculated using the following scale.

### Grading Scale

|           |                |
|-----------|----------------|
| A 93%+    | C 73-76%       |
| A- 90-92% | C- 70-72%      |
| B+ 87-89% | D+ 67-69%      |
| B 83-86%  | D 63-66%       |
| B- 80-82% | D- 60-62%      |
| C+ 77-79% | E 59% or below |

Other policies include:

- **Pandemic Zoom Participation Policy.** You will use Zoom if you need to meet with your section leader, visit instructor office hours, or potentially meet with a group of students to work on a project. The instructors are joining Zoom sessions from home (just like you, most likely!) **If our network connection drops or our video freezes, please don't give up on the meeting.** Hang on for at least 5 minutes while the instructor reboots or switches to a cell phone for Internet connectivity. Thank you! Here are some more

general rules for Zoom use in this class:

- You must always use your UMich credentials/account to access Zooms for this course. If you have another Zoom account, it will not work! If you aren't sure what this means, here is information on [how to log into your U-M Zoom account \(https://teamdynamix.umich.edu/TDCClient/30/Portal/KB/ArticleDet?ID=1700\)](https://teamdynamix.umich.edu/TDCClient/30/Portal/KB/ArticleDet?ID=1700).
- If you have already used your UM email to create a non-UM Zoom account, please see [this page for information on how to migrate your account \(https://teamdynamix.umich.edu/TDCClient/30/Portal/KB/ArticleDet?ID=154\)](https://teamdynamix.umich.edu/TDCClient/30/Portal/KB/ArticleDet?ID=154). (Note that this can take several hours, so please do it well before the first class meeting.)
- Please only connect using a Zoom client, preferably on your laptop/desktop (better than phone or tablet). NEVER on a web browser. It does not work as well.
- Be sure your display name in Wolverine Access actually represents your preferred display name (see "Preferred" name in "Campus Personal Information").
- If possible, have your camera on as much as possible during meetings (but mute your microphone as much as possible, too) I strongly encourage you to keep your camera on for community-building purposes but I will not require it. Check out your background when you are on camera. Remove or cover items you don't want others to see.
- Please set up a profile photo for your account (for when your camera is off) that matches your profile photo on other applications we use in this class (Canvas, Slack).
- Pets are welcomed!
- Test your audio and video -- headphones and a microphone are best.
- In group sessions, please mute when not talking. However, it is OK to make mistakes! We will forgive each other for barking dogs, crying children, sudden doorbells, etc.
- **Pandemic Zoom Low-Bandwidth / Bad Networking Policy.** Please follow these steps if you are trying to Zoom and have network connectivity problems. (These tips come from [Cornell \(https://it.cornell.edu/zoom-zoomforcourses/reducing-zoom-data-and-bandwidth-use\)](https://it.cornell.edu/zoom-zoomforcourses/reducing-zoom-data-and-bandwidth-use).)
  - Leave video off when you don't need it
  - Turn off HD video (in the Zoom app video settings)
  - When you screen share, only do so for as long as necessary
  - If possible, use collaborative (e.g., Google) documents rather than screen sharing
  - Mute your audio when not speaking (you should probably be doing this anyway)
  - To improve your overall Zoom performance, consider asking others at your location to limit their high-bandwidth activities while you need to be online for a course or required meeting
  - Avoid running other data-intensive programs during Zoom meetings, such as streaming video or music or other web sites with dynamic content
- **Late work and examinations.** Please plan ahead and take whatever steps are necessary to allow you to turn in assignments and take quizzes before the specified due dates. Late work will not be accepted except in documented cases of illness or emergency (see below). Computer problems are not acceptable as an excuse for late work: many assignments in this class require unfamiliar software -- that's what the class is about. Allow enough time to get help if you have problems. (We want to help! But it is hard to help you when presented with a problem five minutes before an assignment is due.)
- **Extended Illness, Emergencies, or Other Serious Unforeseen Situations.** If an illness makes it impossible for a student to attend to their responsibilities, they must contact the student affairs office of their college, e.g., the LSA Dean's office of student affairs operates the [advising center \(https://lsa.umich.edu/advising\)](https://lsa.umich.edu/advising) and LSA students may use the LSA "[Report an Illness](#)"

(<https://webapps.lsa.umich.edu/SAA/UGStuAdv/App/Illness/RptIll.aspx>)" form. The Dean's office will then notify all of the student's instructors. We will then make any necessary accommodations after receiving notice from the Dean's office and reviewing documentation of the illness. In the event of an emergency or other serious unforeseen situation, the student should seek help from [the university's Dean of Students \(http://deanofstudents.umich.edu/critical-incidents\)](https://deanofstudents.umich.edu/critical-incidents).
























- **Academic Integrity.** Unless otherwise stated in a specific assignment, all submitted work must be your own. The College's [community standards of academic integrity \(https://lsa.umich.edu/lsa/academics/academic-integrity.html\)](https://lsa.umich.edu/lsa/academics/academic-integrity.html) contain very strict and explicit policies prohibiting plagiarism, cheating, fabrication, and facilitating these acts. Penalties for violations can be severe, such as an automatic failing grade in the course and/or disciplinary suspension from the university. These rules will be strictly enforced. Note that it is a violation of academic integrity to turn in the same work for more than one assignment without permission. However, in this class materials created in class assignments can be used during subsequent assignments and in the final paper as stated by the instructions.
- **Students with Disabilities.** If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential.
- **Student Mental Health and Well-being.** The University of Michigan is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and [caps.umich.edu \(https://caps.umich.edu\)](https://caps.umich.edu) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, (<https://www.uhs.umich.edu/mentalhealthsvcs>) or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. (<https://www.uhs.umich.edu/aodresources>) For a listing of other mental health resources available on and off campus, <https://uhs.umich.edu/stressresources> (<https://uhs.umich.edu/stressresources>). (This statement was originally put on our syllabus by request of the student government. Thanks to them for this initiative.)
- **Sexual Misconduct.** Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and [at sapac.umich.edu \(http://sapac.umich.edu\)](http://sapac.umich.edu). Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at [institutional.equity@umich.edu \(mailto:institutional.equity@umich.edu\)](mailto:institutional.equity@umich.edu)




















Note: There are also rules specific to assignments listed on the assignment prompt. For example, see also [Revision and Extra Credit Rules for All Assignments](#).
















## Course Deadlines:






























| Date             | Details   |                          |
|------------------|---|--------------------------|
| Mon Feb 1, 2021  | <a href="#">Assignment #1: Graphics and Formats</a>   | due by 5pm               |
| Mon Feb 15, 2021 | <a href="#">Quiz #1 (20 min.)</a>   | due by 5pm               |
| Mon Feb 22, 2021 | <a href="#">Assignment #2: Web Standards, Web Pages, and Style Sheets</a>   | due by 5pm               |
| Wed Feb 24, 2021 | <a href="#">University Well-Being Break</a>   |                          |
| Mon Mar 15, 2021 | <a href="#">Assignment #3: Program a Game With Scratch</a>  | due by 5pm               |
| Mon Mar 22, 2021 | <a href="#">Quiz #2 (20 min.)</a>   | due by 5pm               |
| Tue Mar 23, 2021 | <a href="#">University Well-Being Break</a>   |                          |
| Mon Apr 5, 2021  | <a href="#">Assignment #4: Visualization in Processing</a>  | due by 5pm               |
| Mon Apr 19, 2021 | <a href="#">Quiz #3 (20 min.)</a>   | due by 5pm               |
| Mon Apr 26, 2021 | <a href="#">Assignment #5: Extend a Previous Assignment</a><br><a href="#">Final Paper (Combined Deadline With Assignment #5)</a> | due by 5pm<br>due by 5pm |







































|   |       |
|---|-------|
| ☰ ▾ (1/18) Week 1: Intro & Digital Images   | ✓ + ⋮ |
| ☰ <b>Part 1: Introduction</b>   | ✓ ⋮   |
| ☰ <b>How This Class Works</b>   | ✓ ⋮   |
| ☰  ●   <b>CLICK THIS FIRST!!</b>   <b>READ: Week 1 Overview and Logistics (2 min.)</b> | ✓ ⋮   |
| ☰  <b>ACTIVITY: First Class Survey (5 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH: Somewhat Angry and Bitter Pandemic Statement (6 min.)</b>   | ✓ ⋮   |
| ☰  <b>ACTIVITY: Practice Watching Videos (2 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH: Welcome! And: Who Should Take This Class (6 min.)</b>   | ✓ ⋮   |
| ☰  <b>ACTIVITY: Answer the Survey: Why Are You Taking This Class? (1 min.)</b>   | ✓ ⋮   |
| ☰  ● <b>WATCH: How This Class Works -- What is Turned In and Graded (7 min.)</b>   | ✓ ⋮   |
| ☰  ● <b>WATCH: Example Assignments From Prior Years (7 min.)</b>   | ✓ ⋮   |
| ☰  <b>ACTIVITY: Use Our Slack Chat Tool For The First Time (5 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>READ: The Class Syllabus (12 min.)</b>   | ✓ ⋮   |
| ☰  ● <b>READ: Get Help (6 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH : What Past Students Say About This Class And Why (7 min.)</b>   | ✓ ⋮   |
| ☰  ● <b>WATCH: Maximum Zoom Dignity (Course Policy -- public video on YouTube) (7 min.)</b>  | ✓ ⋮   |
| ☰  <b>ACTIVITY: Get Zoom Working, Work On Your Setup (5 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH: Time Management And Deadlines During An Online Class (5 min.)</b>   | ✓ ⋮   |
| ☰ <b>Meet the Instructors</b>   | ✓ ⋮   |
| ☰  ● <b>WATCH: Meet the Instructor -- Christian (12 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH: Meet the Instructor -- Nicole (1 min.)</b>  | ✓ ⋮   |
| ☰  ● <b>WATCH: Meet the Instructor -- Natalie (1 min.)</b>   | ✓ ⋮   |
| ☰  ● <b>READ: The Instructor Bios (5 min.)</b>   | ✓ ⋮   |





























|   |  |   |   |
|---|--|---|---|
| ⋮ |  ● <b>WATCH: How We Promise To Support You, And Your Learning (13 min.)</b>                 | ✓ | ⋮ |
| ⋮ | <b>What This Class Is About -- The Ideas</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: The Medium is the Message (6 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: The Medium is the Message (public video on YouTube) (2 min.)</b>               | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Answer the Survey: McLuhanisms (9 min.)</b>                                   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Think of the Hoe (12 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Rushkoff, Program or be Programmed (21 min.)</b>                                | ✓ | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   | ✓ | ⋮ |
| ⋮ | <b>Part 3: Digital Images -- The Very First Digital Media Thing We Talk About In Detail</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: How Do Images Get Into A Computer? Raster/Bitmap Images (11 min.)</b>          | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Implications of Raster/Bitmap? (3 min.)</b>                                   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: A Different Approach -- Vector Images (6 min.)</b>                            | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Raster or Vector? (7 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ●● <b>WATCH: Comparing Formats, and Some Definitions (20 min.)</b>                       | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Resizing Woes (1 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ●● <b>WATCH: Knowing About Formats Is Useful: Individually vs. Collectively (4 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: The Power of Formats (4 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Conclusion: Why Does This Matter? Techs Are Choices (15 min.)</b>            | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Tom's Diner? (&lt;1 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   | ✓ | ⋮ |
| ⋮ | <b>Part 3: Analog vs. Digital Readings To Prepare for Next Week</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Comer, Ch. 3: The World Was Once Analog (15 min.)</b>                         | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Comer, Ch. 4: The Past and Present Digital Network (8 min.)</b>               | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Manovich, Numerical Representation (5 min.)</b>                               | ✓ | ⋮ |











|   |   |     |   |
|---|---|-----|---|
| ⋮ |  <b>WATCH: Wired Science, Audio Files (public video on YouTube) (9 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>  | ✓   | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Start Work on Assignment 1.</b>   | ✓   | ⋮ |
| ⋮ |  <b>Assignment #1: Graphics and Formats</b><br>Feb 1   0 pts   | ✓   | ⋮ |
| ⋮ | ▼ (1/25) Week 2: Analog vs. Digital   | ✓ + | ⋮ |
| ⋮ |  <b>READ: Week 2 Overview and Logistics (2 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>READ: Review Week 1 Poll Results (4 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Part 1: Comparing Digital Formats</b>  | ✓   | ⋮ |
| ⋮ | <b>More on Image Formats</b>  | ✓   | ⋮ |
| ⋮ |  <b>WATCH: When Would You Use A Raster Vs. A Vector Format? (11 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Should I Choose Raster or Vector? (5 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>What About Music Formats?</b>  | ✓   | ⋮ |
| ⋮ |  <b>READ: Lanier, MIDI, formats, and Lock-In (15 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Compare MIDI and WAV audio formats: Can you tell the difference? (public video on YouTube) (3 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Evaluating MIDI (4 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Implications of Formats and Beyond</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Formats Can Make Edits Easier Or Harder (9 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Formats And Software Are Not The Same (5 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Does Your Raster Editing Software Have a Hidden Agenda? (6 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: What if Zoom... (1 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: This parody video portrays individual functions in raster/bitmap editing software as if they were cosmetics. Are they? (public video on YouTube) (2 min.)</b> | ✓   | ⋮ |
| ⋮ |  <b>OPTIONAL: WATCH: This parody video series imagines rappers who are named after the color models in Assignment #1. (public video on YouTube) (4 min.)</b>             | ✓   | ⋮ |























































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| ⋮ | <b>Part 2: Analog vs. Digital</b>   | ✓ | ⋮ |
| ⋮ | <b>The Basics / Fundamentals</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: What Do Analog And Digital Mean? Definitions And Examples (13 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Analog or Digital? (3 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Sound Waves and their Sources (3 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Compare Vinyl Records (Analog) vs. CDs (Digital) (public video on YouTube) (3 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Analog And Digital Parts Of A Scenario (4 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Practicing Analog vs. Digital With A Card Game (6 min.)</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Side-by-Side Excerpts (11 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Making Analog Things Digital</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: How Digitization Works (9 min.)</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Practicing Sampling With Anita Baker (12 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Is Analog Dead? (4 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Analog formats can be simple. Check out this cardboard record player demo used by missionaries (public video on YouTube) (Watch ONLY 60 seconds from the start point -- 1 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Vinyl? (2 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Why Are People Excited About Digital?</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Pros/Cons Of Analog And Digital (8 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: How Digital Compression Works: An Example Of The Benefits Of Digital (15 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Lossy or Lossless? (2 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Part 3: Back To The Big Picture</b>  | ✓ | ⋮ |
| ⋮ |   <b>READ: Wilson, The Digital Divide (5 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Types of Access (7 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Finish Assignment 1 for the Monday Deadline.</b>  | ✓ | ⋮ |

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| ⋮ |  <b>Assignment #1: Graphics and Formats</b><br>Feb 1   0 pts   | ✓   | ⋮ |
| ⋮ | <b>NOTE: You turn in Assignment #1 on the Canvas site for YOUR GSI's SECTION, not this site.</b>  | ✓   | ⋮ |
| ⋮ | ▼ (2/1) Week 3: Web Markup and Layout   | ⊖ + | ⋮ |
| ⋮ |  ● <b>READ: Week 3 Overview And Logistics (2 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>READ: Review Week 2 Poll Results (6 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Meme Contest (Review Prior Material) (15 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Part 1: Are Digital Media Really About Fidelity?</b>   | ✓   | ⋮ |
| ⋮ | <b>Analog/Digital Are A Way of Thinking</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Why Analog And Digital Are A Way Of Thinking And Not A Kind Of Object (11 min.)</b>               | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Digital Degradation (4 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>Let's Interpret Digital *AS* Analog?!? (More On Why Analog/Digital Are Ideas Not Objects) (7 min.)</b> | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Something That's Analog OR Digital (5 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Fidelity and Aesthetics: Definitions; Wildfire Photos Example (9 min.)</b>                      | ✓   | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Why Can't My Camera Capture the Wildfire Sky? (article in The Atlantic) (7 min.)</b>     | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Visualization of the song Zizibum by X-Ray (public video on YouTube) (6 min.)</b>               | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: The Example of "Chip Hop" -- Digital Media Beyond Fidelity (7 min.)</b>                         | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Chip Hop? (1 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Digital Video</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: How Digital Video Works (A Quick Overview) And: Maybe It's Not About Fidelity? (14 min.)</b>    | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Digital video at 15 vs 30 vs 60 fps (public video on YouTube) (1 min.)</b>                      | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Why Shoot At Fewer FPS? (2 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Part 2: Web Markup and Layout</b>  | ✓   | ⋮ |



























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| ⋮ |  ● WATCH: Why Is He Wearing That Loud Shirt? Digital Video Implications (3 min.)  | ✓ | ⋮ |
| ⋮ | <b>Introducing the World Wide Web</b>  | ✓ | ⋮ |
| ⋮ |  ● WATCH: The World Wide Web: What Is It? Where Did It Come From? (9 min.)  | ✓ | ⋮ |
| ⋮ |  ● WATCH: Assumptions/Design Goals From The Early Web; Sir Tim Eats Terrible Turkey (10 min.)   | ✓ | ⋮ |
| ⋮ |  ● WATCH: The Responsive Web Design Song (public video on YouTube) (3 min.)   | ✓ | ⋮ |
| ⋮ |  ACTIVITY: A Web Page For All Platforms (7 min.)  | ✓ | ⋮ |
| ⋮ | <b>HTML: The HyperText Markup Language Format</b>  | ✓ | ⋮ |
| ⋮ |  ● WATCH: A Web Page Is Made Up Of Many Different Files (3 min.)  | ✓ | ⋮ |
| ⋮ |  ● WATCH: Web Page (HTML) Basics: Markup, Tags, and Container Tags (11 min.)  | ✓ | ⋮ |
| ⋮ |  ACTIVITY and WATCH: Follow-Along Demo: Making Your First Web Page (10 min.)  | ✓ | ⋮ |
| ⋮ |  OPTIONAL: WATCH: The Same Demo As Above But On A Mac (9 min.)  | ✓ | ⋮ |
| ⋮ |  ● WATCH: The HTML Song: A Parody of Drake, Hotline Bling (public video on YouTube) (2 min.)   | ✓ | ⋮ |
| ⋮ |  ● WATCH: HTML Attributes And Their Values (6 min.)   | ✓ | ⋮ |
| ⋮ |  <a href="https://www.w3schools.com/tags/default.asp">ACTIVITY: Glance At/Browse/Be Aware of This Reference List Of All Allowed HTML Tags (ignore tags with a red message).(public Web site).(2 min.)</a> <a href="https://www.w3schools.com/tags/default.asp">_ (https://www.w3schools.com/tags/default.asp)</a> | ✓ | ⋮ |
| ⋮ |  ACTIVITY: Experiment With The Attributes Of The <ol> Tag (5 min.)  | ✓ | ⋮ |
| ⋮ |  ● WATCH: Good Practices When Writing HTML: Meaningful Comments, Nesting, and Readability (6 min.)  | ✓ | ⋮ |
| ⋮ |  ● WATCH: Two Confusing Parts Of HTML: White Space + Reserved Characters (7 min.)   | ✓ | ⋮ |
| ⋮ |  ● WATCH: Was the URL Sir Tim's Greatest Idea? And: How To Make Links In HTML (13 min.)   | ✓ | ⋮ |
| ⋮ |  ACTIVITY: Make a Link (2 min.)   | ✓ | ⋮ |
| ⋮ | <b>CSS: The Cascading Style Sheets Format</b>  | ✓ | ⋮ |
| ⋮ |  ● WATCH: What is CSS? Where Do I Put CSS Commands? (11 min.)   | ✓ | ⋮ |
| ⋮ |  ● WATCH: Beginning CSS syntax -- The Basics: Selectors (7 min.)  | ✓ | ⋮ |
| ⋮ |  <a href="https://www.w3schools.com/cssref/">ACTIVITY: Glance at/Browse/Be Aware Of This Reference List Of All Allowed CSS Properties (public Web site).(2 min.)</a> <a href="https://www.w3schools.com/cssref/">_ (https://www.w3schools.com/cssref/)</a>  | ✓ | ⋮ |







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| ⋮ |  <span style="color: green;">●</span> WATCH: Choosing Units in CSS: They're More Important And Useful Than You Would Think (4 min.)  |    | ⋮ |
| ⋮ |  ACTIVITY: Experiment With CSS Units (5 min.)  |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> WATCH: CSS Blocks: Bringing It All Together (2 min.)   |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> WATCH: U & I: The HTML and CSS Song (public video on YouTube) (3 min.)   |    | ⋮ |
| ⋮ | <b>Readings On How To Write HTML and CSS</b>  |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> READ: InterACT Ch. 10-11: HTML, CSS (33 min.)  |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> READ: InterACT Ch. 12-13: <head>, headings <h...>, paragraphs <p> (28 min.)  |    | ⋮ |
| ⋮ | <b>Part 3: Web "Semantics" vs. Layout/Presentation</b>  |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: blue;">●</span> WATCH: Using HTML/CSS Validators; Technical Language Is Alive And Resembles Natural Human Language (12 min.) |    | ⋮ |
| ⋮ |  ACTIVITY: Try Out An HTML Validator (3 min.)  |    | ⋮ |
| ⋮ |  <span style="color: green;">●</span> <span style="color: yellow;">●</span> WATCH: Web Developers Care A Lot About What They Call <b>**Semantic**</b> HTML/CSS Markup (9 min.)   |    | ⋮ |
| ⋮ |  ACTIVITY: Find the Non-Semantic Tags (2 min.)   |  | ⋮ |
| ⋮ |  <span style="color: yellow;">●</span> <span style="color: blue;">●</span> WATCH: Why Bother Distinguishing Semantics From Layout/Presentation? Big Idea: Is It Even Possible? (4 min.)                                    |  | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Begin Work On Assignment 2</b>  |  | ⋮ |
| ⋮ |  <b>Assignment #2: Web Standards, Web Pages, and Style Sheets</b><br>Feb 22   0 pts  |  | ⋮ |
| ⋮ | <b>(Note: New Assignments Are Released The Day After The Previous Assignment Is Due.)</b>   |  | ⋮ |










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| ⋮ | ▼ (2/8) Week 4: The Web, Convergence  |   | ⋮ |
| ⋮ |  <span style="color: grey;">●</span> READ: Week 4 Overview and Logistics (3 min.)  |    | ⋮ |
| ⋮ |  <span style="color: grey;">●</span> READ: Review Week 3 Poll Results (8 min.)   |    | ⋮ |
| ⋮ | <b>Part 1: Additional Web Markup Techniques</b>   |    | ⋮ |
| ⋮ | <b>Quick Review: Digitization and Codes</b>   |    | ⋮ |
| ⋮ |  <span style="color: yellow;">●</span> WATCH: I Found An Analog To Digital Converter (Review of Digitization, Sampling) (5 min.) |    | ⋮ |



















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| ⋮ |   <b>WATCH: Web Pages (Like Many Digital Files) Are Binary, Numbers, AND Text All At Once, At The Same Time! (Demo) (5 min.)</b> |    | ⋮ |
| ⋮ |   <b>WATCH: Binary Rap (Public Video on YouTube) (2 min.)</b>  |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Post A Coded Message On Slack (Review Blue Dot Materials) (5 min.)</b>  |    | ⋮ |
| ⋮ | <b>Links, Images, Lists, and Whitespace</b>  |    | ⋮ |
| ⋮ |   <b>READ: InterACT Ch. 15-17: Links, Images, Lists (1 hour 4 min.)</b>  |    | ⋮ |
| ⋮ |   <b>WATCH: Inserting Images In HTML (Demo) (6 min.)</b>   |    | ⋮ |
| ⋮ |   <b>READ: InterACT Ch. 14: Whitespace and Layout (17 min.)</b>  |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Practice Key Tags In HTML (10 min.)</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: How To Use Chrome's Web Inspector / Dev Tools (Public Video on YouTube) (3 min.)</b>                                 |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Use Dev Tools To Understand a Layout</b>  |    | ⋮ |
| ⋮ | <b>Embeds and Simple Interactivity With Forms</b>  |    | ⋮ |
| ⋮ |   <b>READ: Duckett, Forms and iFrames (26 min.)</b>  |  | ⋮ |
| ⋮ |   <b>WATCH: Getting Your Web Site Online And Public With MFile (Demo) (11 min.)</b>  |  | ⋮ |
| ⋮ |  <b>ACTIVITY: Set Up Your Public Web Space For Assignment #2</b>  |  | ⋮ |
| ⋮ | <b>Don't Forget About Semantic vs. Non-Semantic HTML</b>   |  | ⋮ |
| ⋮ |   <b>READ: Duckett, Tables (10 min.)</b>   |  | ⋮ |
| ⋮ |   <b>READ: InterACT: Sidebar: Tables For Layout? Welcome to Hell (2 min.)</b>  |  | ⋮ |
| ⋮ |  <b>ACTIVITY: Make a Table (9 min.)</b>   |  | ⋮ |
| ⋮ | <b>Bigger Picture: What Does The Web Make (Im)Possible?</b>  |  | ⋮ |
| ⋮ |   <b>WATCH: Can A Format For Writing (Like HTML) Make Some Kinds Of Writing Impossible? (3 min.)</b>                         |  | ⋮ |
| ⋮ |   <b>READ: Clark, Unwebbable (Public Web Site) (10 min.)</b>   |  | ⋮ |
| ⋮ |   <b>WATCH: The Hot Toddies, HTML (Public YouTube Video) (4 min.)</b>  |  | ⋮ |
| ⋮ | <b>Part 2: OPTIONAL: More Advanced Layouts</b>   |  | ⋮ |













































































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| ⋮ | <b>This material is not required for Assignment #2 but sometimes students are interested in attempting more advanced layouts.</b>  | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Coyier, All About Floats (11 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Coyier, The CSS Box Model (6 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Coyier, Absolute, Relative, and Fixed Positioning (5 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Coyier, Absolute Positioning Inside Relative Positioning (4 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: CSS-Tricks: A Complete Guide to Flexbox (21 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Part 3: The Web As A Network Of Files</b>   | ✓ | ⋮ |
| ⋮ | <b>Paths</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Using Relative vs. Absolute Paths (Demo) (21 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Absolute or Relative? (2 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Therapy Dog Visit (1 min.)</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Why Files And Folders Aren't Natural -- They Might Be A Hierarchy We Don't Need (5 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Are You Hierarchical? (3 min.)</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Does The Idea Of Files And Formats Restrict Our Creativity? (8 min.)</b>                   | ✓ | ⋮ |
| ⋮ | <b>Client/Server Networks</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: What Does A Web Browser Actually Do? (11 min.)</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Let's Spy On The Web Client/Browser Talking To The Web Server (8 min.)</b>                 | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Client/Server (4 min.)</b><br>1 pts   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Client/Server -- Definitions and Examples (9 min.)</b>                                     | ✓ | ⋮ |
| ⋮ |   <b>WATCH: What You See Is What You Get (WYSIWYG) -- Definition and Examples (11 min.)</b>            | ✓ | ⋮ |
| ⋮ | <b>Part 4: Convergence, Another Advantage Of Digital</b>   | ✓ | ⋮ |
| ⋮ | <b>How Did The Network That Brings You Web Pages Come To Be?</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Convergence Is Another Advantage of Digital -- Intro and Four Examples (11 min.)</b>       | ✓ | ⋮ |

















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| ⋮ |  <b>WATCH: How To Think About Digital Convergence With Just One Diagram (7 min.)</b>                             | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Comcast Triple Play (Public Video On YouTube) (1 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>The End Of Movies? a.k.a.: Big Predictions About Convergence, And How They Actually Turned Out (17 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Predictions About Convergence (5 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: Study For Quiz #1 -- Due Monday (30 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>How Quiz #1 Will Work</b>  | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Continue Work On Assignment #2</b>  | ✓ | ⋮ |
| ⋮ |  <b>Assignment #2: Web Standards, Web Pages, and Style Sheets</b><br>Feb 22   0 pts                              | ✓ | ⋮ |
















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| ⋮ | ▼ (2/15) <b>Week 5: Digital Networks and Internet Distribution</b>  | ⊘ + | ⋮ |
| ⋮ | <b>IMPORTANT: Take Quiz #1 (20 min.) -- Start the quiz between 9/27 (Sunday) 5pm and 9/28 (Monday) 4:40 pm by clicking below:</b>   | ✓   | ⋮ |
| ⋮ |  <b>Quiz #1 (20 min.)</b><br>Feb 15   15 pts   | ✓   | ⋮ |
| ⋮ |  <b>Week 5 Overview and Logistics</b>  | ✓   | ⋮ |
| ⋮ |  <b>Review Week 4 Poll Results</b>   | ✓   | ⋮ |
| ⋮ |  <b>Meme Contest Winners and Prizes</b>  | ✓   | ⋮ |
| ⋮ | <b>Part 1: Moving From The Web Page To The Network</b>  | ✓   | ⋮ |
| ⋮ | <b>Review/Recap and The Big Picture</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Tech Determinism and "Soft" Determinism -- Definitions (6 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Do Technological Changes in HTML/CSS Change What Counts as "Good" Design? (a.k.a. Aesthetics and "Soft" Determinism) (5 min.)</b> | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Name an Aesthetic Tag or Property (4 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Networks And Value</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: What Do We Mean By "Network"?. (5 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>WATCH: Networks Aren't Fishing Nets -- Check Out These Maps (5 min.)</b>   | ✓   | ⋮ |

























































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| ⋮ |  <b>ACTIVITY: Find a Place Without "Value"</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Following The Coax Out Of My House To Look For The Web Pages (1 min.)</b>                               | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Where Do Your Web Pages Come From? (1 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>READ: Comer Ch. 5, Basic Communication (13 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: The Internet -- A Definition (4 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Comparing Old/New and Analog/Digital Media Distribution Networks (7 min.)</b>                           | ✓ | ⋮ |
| ⋮ |  <b>WATCH: A Packet's Tale (Public Video on YouTube) (3 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Part 2: Circuit-Switching vs. Packet-Switching</b>   | ✓ | ⋮ |
| ⋮ | <b>Circuit-Switching (Mostly Old, Often Analog)</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: The Way We Used To Do Routing -- Circuit-Switching (8 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>LISTEN: Audio Recording of a Circuit-Switched Network (public video on YouTube) (2 min.)</b>                   | ✓ | ⋮ |
| ⋮ | <b>Packet-Switching (Mostly New, Often Digital)</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Understanding Network Diagrams (Of Digital Computers) -- Gateways, Routers, Lines, Boxes (8 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>READ: Comer Ch. 9, Packet Switching (11 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Key Ideas In Packet Switching -- The Network Routes Around Problems (7 min.)</b>                      | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Digimon Clip (public video on YouTube) (1 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Same File, Two Different Routes (5 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Key Ideas In Packet Switching -- Cooperation Between Networks, Peering (4 min.)</b>                   | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Key Ideas In Packet Switching -- Topography Not Geography (and: Network "Hops") (5 min.)</b>          | ✓ | ⋮ |
| ⋮ |  <b>WATCH: Learning Packet Switching With A Postcard Metaphor (8 min.)</b>                                       | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Circuit-Switching vs. Packet-Switching (5 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Part 3: Internet Distribution</b>  | ✓ | ⋮ |
| ⋮ | <b>Who Pays For The Packets? How Do They Move Around?</b>   | ✓ | ⋮ |

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| ⋮ |    <b>WATCH: How Does The Internet Work (Public Video on YouTube) (watch first 3 min. ONLY)</b>                               |    | ⋮ |
| ⋮ |   <b>READ: Comer Ch. 10, Internet (18 min.)</b>  |    | ⋮ |
| ⋮ |    <b>WATCH: Understanding The Internet: Before 1990 (a.k.a. The ARPANET and the 3-Tier Diagram) (7 min.)</b>                 |    | ⋮ |
| ⋮ |    <b>WATCH: The Internet: How It Looked Between 1990-1997 (Privatizing the Backbones) (7 min.)</b>                           |    | ⋮ |
| ⋮ |    <b>WATCH: The Internet After 1997 (The "Three Tiers" Get Messy; Peering; Private Interconnection Agreements) (12 min.)</b> |    | ⋮ |
| ⋮ |  <b>OPTIONAL: WATCH: The Internet Is Made Of Cats -- WARNING COMPLETELY FALSE (Public Video On YouTube) (3 min.)</b>  |    | ⋮ |
| ⋮ | <b>Detailed Example: When Source Congestion Broke The Internet</b>   |    | ⋮ |
| ⋮ |    <b>WATCH: An Intro To The Case Study Of Why Network Design Matters (+ Hip-Hop Networking Joke) (3 min.)</b>                |    | ⋮ |
| ⋮ |    <b>WATCH: Source Congestion and Michael Jackson (10 min.)</b>  |    | ⋮ |
| ⋮ |    <b>WATCH: Solving The Congestion Problem -- Caching and Content Distribution Networks (CDNs) (9 min.)</b>                  |    | ⋮ |
| ⋮ |    <b>WATCH: ISPs Think Some Content And Some Users Are Better Than Others -- Throttling and Caps/Overage (11 min.)</b> |  | ⋮ |
| ⋮ |  <b>ACTIVITY: What Happens If You Get Internet Famous AND You Host Your Own Content? (2 min.)</b>   |  | ⋮ |
| ⋮ | <b>Bringing It All Together</b>  |  | ⋮ |
| ⋮ |   <b>WATCH: Bringing It All Together -- Let's Chase A Web Page By Following Packets (Traceroute Demo) (17 min.)</b>  |  | ⋮ |
| ⋮ |  <b>ACTIVITY: Follow The Packets To A Web Server From Your Computer (traceroute) (8 min.)</b>   |  | ⋮ |
| ⋮ |    <b>WATCH: Recap -- What We've Learned About Networks (12 min.)</b>   |  | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: The Internet As The Anti-Television (29 min.)</b>   |  | ⋮ |
| ⋮ | <b>DON'T FORGET to complete your Section Participation Activity This Week (As Directed By Your GSI)</b>  |  | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Complete Assignment 2 For The Monday Deadline</b>  |  | ⋮ |
| ⋮ |  <b>OPTIONAL: WATCH: Additional Help on Assignment #2: More Info On POST and GET methods (7 min.)</b>   |  | ⋮ |

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| ⋮ |  <b>Assignment #2: Web Standards, Web Pages, and Style Sheets</b><br>Feb 22   0 pts                       | ✓   | ⋮ |
| ⋮ | <b>NOTE: You turn in Assignment #2 on the Canvas site for YOUR GSI's SECTION, not this site.</b>   | ✓   | ⋮ |
| ⋮ | ▼ (2/22) Week 6: Programming Basics  | ⊖ + | ⋮ |
| ⋮ |  ● <b>Week 6 Overview and Logistics</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>Review Week 5 Poll Results</b>  | ✓   | ⋮ |
| ⋮ | <b>Part 1: Programming With Scratch -- The Fundamentals</b>  | ✓   | ⋮ |
| ⋮ | <b>Welcome To Programming and Scratch</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Welcome to Programming, and: Future-Proofing (12 min.)</b>                                   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: The Story Of "The Wrist," and: Our Approach To Teaching Programming (4 min.)</b>             | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Intro to the Scratch Web Site and Programming Sharing Norms (7 min.)</b>                     | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: The Scratch IDE (Integrated Development Environment) (14 min.)</b>                         | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Create Your Scratch Account (5 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Example Projects in Scratch (9 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Marji, "Learn to Program in Scratch" Ch. 1, Getting Started</b>                     | ✓   | ⋮ |
| ⋮ | <b>Programming Fundamentals I</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Statements and "Hello World!" (9 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Follow Along On Your Own (varies)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Variables (7 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Conditionals (5 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Operators (7 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Demo: How Boolean Operators Work In Google Search (7 min.)</b>                             | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Loops (2 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Marji, "Learn to Program in Scratch" Ch. 5 Variables and Ch. 6 Making Decisions</b> | ✓   | ⋮ |



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| ⋮ |  ● <b>WATCH: Demo: Everything We've Learned So Far In Scratch (16 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Programming Fundamentals II</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Specifying X, Y Locations On The Stage With The Scratch Coordinate System (2 min.)</b>                            | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Giving A Ball Gravity With Loops And Variables (17 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Comments And Lists (4 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Software Suppositories (3 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: Marji, "Learn to Program in Scratch" Ch. 4, Procedures</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Scratch Common Pitfall Number 1: Scope And Sprites (3 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Scratch Common Pitfall Number 2: State And The Need For Resets (Includes State, Stateful, Stateless) (7 min.)</b> | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Events (5 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>Watch: Serial vs. Parallel, And: Threads (5 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: The Software Engineer Song (public video on YouTube) (2 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Part 2: Review, Improving Our Writing, and Evaluation</b>  | ✓ | ⋮ |
| ⋮ | <b>Review</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Emoji Karaoke Vocabulary (Review Prior Material) (20 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Readings About Improving Our Writing</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Booth, Making Claims And Assembling Reasons And Evidence (14 min.)</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Booth, The Difference Between Primary, Secondary, and Tertiary Sources (3 min.)</b>                              | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Graff, So What? Who Cares? (11 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Please Do Not Forget To Complete The Mid-Semester Evaluation</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Mid-Semester Evaluation (15 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Don't forget to complete your Section Participation Activity This Week (As Directed By Your GSI)</b>   | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Start Work On Assignment 3</b>  | ✓ | ⋮ |















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| ⋮     |  <b>Assignment #3: Program a Game With Scratch</b><br>Mar 15   0 pts  | ✓   | ⋮ |
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| ⋮     | ▼ (3/1) Week 7: Algorithms, Search Engines   | ⊘ + | ⋮ |
| ⋮     |  ● <b>Week 7 Overview and Logistics (2 min.)</b>  | ✓   | ⋮ |
| ⋮     |  ● <b>Mid-Semester Evaluation Results (7 min.)</b>  | ✓   | ⋮ |
| ⋮     | <b>Part 1: Algorithms</b>  | ✓   | ⋮ |
| <hr/> |  |     |   |
| ⋮     | <b>Algorithm Definitions and The Basic Concepts</b>  | ✓   | ⋮ |
| ⋮     |  ● ● <b>WATCH: Introduction to Algorithms, And a Definition (8 min.)</b>  | ✓   | ⋮ |
| ⋮     |  <b>OPTIONAL: WATCH: Do Dogs Use Algorithms? Johnny Cash With Special Guest Star (6 min.)</b>                               | ✓   | ⋮ |
| ⋮     |  <b>ACTIVITY: Write an Algorithm (4 min.)</b>   | ✓   | ⋮ |
| ⋮     |  ● ● <b>WATCH: Examples of Algorithms (5 min.)</b>  | ✓   | ⋮ |
| ⋮     | <b>Algorithm Goals, Or: What Are Algorithms Optimizing FOR?</b>  | ✓   | ⋮ |
| ⋮     |  ● ● <b>WATCH: Algorithms Are Optimized, But For What? And: Common Misperceptions About The Word "Algorithm" (5 min.)</b> | ✓   | ⋮ |
| ⋮     |  <b>ACTIVITY: Is it an algorithm? (5 min.)</b>  | ✓   | ⋮ |
| ⋮     |  ● ● <b>WATCH: There Are More Ways For An Algorithm To Be "Good" Than You Might Think. (24 min.)</b>                      | ✓   | ⋮ |
| ⋮     |  <b>ACTIVITY: Hidden Goals, Conflicting Goals (5 min.)</b>  | ✓   | ⋮ |
| ⋮     |  ● <b>WATCH: What's The Worst Algorithm Ever? (5 min.)</b>  | ✓   | ⋮ |
| ⋮     |  ● <b>WATCH: The Algorithms Make You Happy (public video on YouTube) (2 min.)</b>   | ✓   | ⋮ |
| ⋮     | <b>Note: To promote both learning and wellness we recommend <b>TAKING A BREAK</b> before starting a new part. That would be right here!</b>  | ✓   | ⋮ |
| <hr/> |  |     |   |
| ⋮     | <b>Part 2: Real-World Digital Media Algorithms -- The Search Engine</b>  | ✓   | ⋮ |
| <hr/> |  |     |   |
| ⋮     | <b>The Parts of a Search Engine</b>  | ✓   | ⋮ |
| ⋮     |  ● <b>WATCH: Search Engines Part 1/3 -- The Crawler (7 min.)</b>  | ✓   | ⋮ |
| ⋮     |  <b>ACTIVITY: Will Google Find Your Page? (7 min.)</b>  | ✓   | ⋮ |
















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| ⋮ |   <b>WATCH: Search Engines Part 2/3 -- The Index (5 min.)</b>  |    | ⋮ |
| ⋮ |   <b>WATCH: Search Engines Part 3/3 -- The Runtime Engine (6 min.)</b>   |    | ⋮ |
| ⋮ |   <b>READ: Comer, Ch. 25, Internet Search and Search Engines (8 min.)</b>  |    | ⋮ |
| ⋮ |    <b>WATCH: The YouTube Algorithm Song (public video on YouTube)</b>  <b>WARNING NSFW</b><br> (2 min.) |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Make Your Own Weights (9 min.)</b>  |    | ⋮ |
| ⋮ | <b>How Search Engines Have Evolved Over Time (Three Generations)</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: 2nd Generation Search Engines: Inlinks, Outlinks, and Weighting (11 min.)</b>  |    | ⋮ |
| ⋮ |   <b>WATCH: 3rd Generation Search Engines: Personalization (6 min.)</b>  |    | ⋮ |
| ⋮ | <b>Real-World Examples That Demonstrate How Search Engine Algorithms Work</b>  |    | ⋮ |
| ⋮ |   <b>Search Engine Algorithm Puzzles #1 -- The Blog Boost (7 min.)</b>   |    | ⋮ |
| ⋮ |   <b>Search Engine Algorithm Puzzles #2 -- Google Bombing (5 min.)</b>   |    | ⋮ |
| ⋮ |  <b>ACTIVITY: DIY SEO (6 min.)</b>   |   | ⋮ |
| ⋮ |   <b>WATCH: Search Engine Algorithm Puzzles #3 -- Paid Placement (6 min.)</b>  |  | ⋮ |
| ⋮ |   <b>READ: Battelle: The Search (excerpts) (12 min.)</b>   |  | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   |  | ⋮ |
| ⋮ | <b>Part 3: More Programming Skills</b>   |  | ⋮ |
| ⋮ |   <b>WATCH: Scratch Pitfall -- Scratch Programs Are Algorithms Too, So Save Yourself Time And Optimize (6 min.)</b>  |  | ⋮ |
| ⋮ |   <b>WATCH: Scratch Pitfall -- Always Know When You Made An Error With Iterative Coding; And A Comparison With Punch Cards (10 min.)</b>   |  | ⋮ |
| ⋮ |   <b>READ: The Scratch Wiki, Efficient Programming (9 min.)</b>  |  | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Marji, "Learn to Program in Scratch" Ch. 7, Repetition</b>  |  | ⋮ |
| ⋮ | <b>Don't forget to complete your section participation activity (as directed by your GSI)</b>  |  | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Continue Work On Assignment #3</b>   |  | ⋮ |
| ⋮ |  <b>Assignment #3: Program a Game With Scratch</b><br>Mar 15   0 pts  |  | ⋮ |





































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| ☰ ▾ (3/8) Week 8: Feeds  | ⊘ + ⋮ |
| ☰ 📄 ● Week 8 Overview and Logistics (2 min.)   | ✔ ⋮   |
| ☰ 📄 ● Review Week 7 Poll/Activity Results (12 min.)  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Costume Party Invitation (3 min.)   | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Costume Party Poll (2 min.)  | ✔ ⋮   |
| ☰ <b>Part 1: Review From Last Week</b>   | ✔ ⋮   |
| ☰ 📄 ACTIVITY: Review How Crawlers Work Using the Wayback Machine (5 min.)  | ✔ ⋮   |
| ☰ 📄 OPTIONAL: WATCH: Additional Help on Assignment #3: How to Use LISTS in Scratch (10 min.)   | ✔ ⋮   |
| ☰ <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>                                 | ✔ ⋮   |
| ☰ <b>Part 2: Feeds and Optimization</b>  | ✔ ⋮   |
| ☰ <b>Curating Content</b>  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: "Why Am I Seeing This?" Algorithms Have Replaced The People Who Organized Attention, Chose Content, and Found Talent (15 min.)                            | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Feeds Have Taken Over Digital Media; Example: Facebook EdgeRank News Feed Algorithm (17 min.)   | ✔ ⋮   |
| ☰ 📄 ● ● READ: Malik, Facebook's News Feed -- Often Changed, Never Great (5 min.)   | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: News Feed vs. Most Recent (4 min.)   | ✔ ⋮   |
| ☰ <b>Optimization in Digital Media</b>   | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Optimization Defined, And: An Example of Optimization Showing Trade-Offs Between Speed, Quality, and Labor in Chromakey (a.k.a. "Green Screen") (15 min.) | ✔ ⋮   |
| ☰ 🔗 ● WATCH: I Tried To Run Johnny Cash Through A Roll Planet Algorithm (1 min.)   | ✔ ⋮   |
| ☰ 🔗 ● Algorithm Follies -- Algorithms Perform Badly With Unanticipated Inputs; Examples: Face/Eye/Cat/Dog Detection (10 min.)  | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Give a Scratch Example of an Unanticipated Input (2 min.)  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Algorithm Follies -- The Algo Is Working As Designed, But People Don't Like It, Examples: Price Discrimination, #BBUM (7 min.)                            | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Algorithm Follies -- The Algo Produces Unintended Consequences; Examples: Porn, Bad News, Targeted Ads (16 min.)  | ✔ ⋮   |

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| ⋮ |  <b>ACTIVITY: "Best Student" Algorithm (9 min.)</b>                  | ✓ | ⋮ |
| ⋮ | <b>Don't forget to complete your section participation activity (as directed by your GSI)</b>   | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Complete Assignment #3 For The Monday Deadline</b>  | ✓ | ⋮ |
| ⋮ |  <b>Assignment #3: Program a Game With Scratch</b><br>Mar 15   0 pts | ✓ | ⋮ |








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| ⋮ | ▼ (3/15) <b>Week 9: Animation and Interactivity</b>   | ⊖ + | ⋮ |
| ⋮ |  ● <b>Week 9 Overview and Logistics (2 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Costume Party Instructions and "Sus" Algorithms (11 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>Review Week 8 Poll Results (3 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>READ: Voting and Election Activities (2 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>READ: 🌟Emoji Contest Winners and Prizes 🌟 (1 min.)</b>   | ✓   | ⋮ |
| ⋮ |  <b>OPTIONAL: Announcement: It's First-Gen Week at UM! (1 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Part 1: Processing, A Programming Language for Interactive Visualization and Art</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Intro to Processing; MIDI Mirror Demo; the Basic Structure of a Processing Sketch and the setup() and draw() blocks (13 min.)</b> | ✓   | ⋮ |
| ⋮ |  ● <b>READ: Meet Processing, The Lingua Franca of Creative Coding (5 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: What Can You Do With Processing? (public video on Vimeo) (2 min.)</b>   | ✓   | ⋮ |
| ⋮ |  ●● <b>READ: Reas &amp; Fry, Processing, A Handbook: Ch. 1 (excerpts), Processing... (8 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Drawing a Line With Processing; Intro to the Processing IDE (8 min.)</b>  | ✓   | ⋮ |
| ⋮ |  ● <b>READ: Reas &amp; Fry, "Make: Getting Started With Processing," Ch. 1, Ch. 2, Appendix B, Appendix D (21 min.)</b>                        | ✓   | ⋮ |
| ⋮ |  ● <b>WATCH: Comparing Processing's Syntax to Scratch (21 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: View the Processing Web Site, Install Processing, and Draw a Line (9 min.)</b>   | ✓   | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>  | ✓   | ⋮ |

















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| ⋮ |  <b>OPTIONAL: WATCH: Top Secret Johnny Cash Virtual Therapy Dog Experiments (public video on YouTube) (3 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Part 2: New Programming Ideas/Techniques</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Reas &amp; Fry, "Make: Getting Started With Processing," additional chapters (varies)</b>  | ✓ | ⋮ |
| ⋮ | <b>(Data) Typing</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Computer Memory; How Variables Are Stored, a.k.a. "How Big Do I Make My Shoeboxes?" (9 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Computer Memory; How Variable Types Are Like Formats, a.k.a. "What Kind of Number/Letter/Data Is This?" And: The Klingon Example (9 min.)</b> | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Data Typing Defined; Data Types in Processing -- float, int, boolean, char, String (21 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Data Types in Processing</b><br>0 pts  | ✓ | ⋮ |
| ⋮ | <b>More New Ideas/Tools</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Variable Scope in Processing (6 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Scope in Processing (2 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: Arrays and Methods in Processing (16 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>WATCH: The For Loop: It's Very Useful (19 min.)</b>  | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: The For Loop (1 min.)</b>  | ✓ | ⋮ |
| ⋮ |  ● <b>READ: Reas &amp; Fry, "Make: Getting Started With Processing," additional chapters (varies)</b>  | ✓ | ⋮ |
| ⋮ | <b>Putting it Together</b>  | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: Experiment With Processing (10 min.)</b>   | ✓ | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>  | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: Study for Quiz #2 -- Due Monday</b>   | ✓ | ⋮ |
| ⋮ |  ● <b>How Quiz #2 Will Work</b>  | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Begin Work On Assignment #4</b>   | ✓ | ⋮ |
| ⋮ |  <b>Assignment #4: Visualization in Processing</b><br>Apr 5   0 pts  | ✓ | ⋮ |

















































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| ☰ ▾ (3/22) Week 10: APIs and Data Sharing   | ⊘ + ⋮ |
| ☰ <b>IMPORTANT: Take Quiz #2 (20 min.) -- Start the quiz between 11/1 (Sunday) 5pm and 11/2 (Monday) 4:40 pm by clicking below:</b>   | ✔ ⋮   |
| ☰  <b>Quiz #2 (20 min.)</b><br>Mar 22   15 pts   | ✔ ⋮   |
| ☰  ● <b>Week 10 Overview and Logistics (2 min.)</b>  | ✔ ⋮   |
| ☰  ● <b>Review Week 9 Poll Results (1 min.)</b>  | ✔ ⋮   |
| ☰ <b>Part 1: Looking Ahead To Assignment #5</b>   | ✔ ⋮   |
| ☰  ● <b>WATCH: Introducing Assignment #5 -- Extend Your Previous Work With More Choice And With Friends (5 min.)</b> | ✔ ⋮   |
| ☰  ● <b>WATCH: Some Example Topics For Assignment #5 (5 min.)</b>  | ✔ ⋮   |
| ☰  ● <b>READ: Assignment 5 Instructions, FAQ, and Examples (4 min.)</b>  | ✔ ⋮   |
| ☰ <b>Part 2: More Depth/Review Of Processing Tips and Pitfalls</b>  | ✔ ⋮   |
| ☰  ● <b>READ: Reas &amp; Fry, "Make: Getting Started With Processing," additional chapters (varies) AGAIN</b>        | ✔ ⋮   |
| ☰  ● <b>WATCH: Coding Demo -- Let's Demo Scoping and Typing in Processing (6 min.)</b>                             | ✔ ⋮   |
| ☰  ● <b>WATCH: Coding Demo -- Use a for() Loop To Draw Repeating Shapes in Processing (12 min.)</b>                | ✔ ⋮   |
| ☰  <b>ACTIVITY: Improve This Lecture Example -- Part 1 (5-10 min.)</b>   | ✔ ⋮   |
| ☰  ● <b>WATCH: Avoid And Fix Type Errors By Casting -- It's Not A Harry Potter Reference</b>                       | ✔ ⋮   |
| ☰  ● ● <b>WATCH: Why Do You Care So Much About For() Loops?</b>  | ✔ ⋮   |
| ☰ <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>  | ✔ ⋮   |
| ☰ <b>Part 3: Sharing Data On The Web</b>  | ✔ ⋮   |
| ☰ <b>APIs and Mashups</b>   | ✔ ⋮   |
| ☰  ● <b>WATCH: Defining and Explaining APIs -- Application Programming Interfaces (4 min.)</b>                     | ✔ ⋮   |
| ☰  ● <b>WATCH: An API Example From hint.fm -- Wind Map (1 min.)</b>  | ✔ ⋮   |
| ☰  ● <b>WATCH: An API Example From Facebook Using Our Assignment #2 Materials (4 min.)</b>                         | ✔ ⋮   |
| ☰  ● <b>WATCH: Mashup Definition And Examples, Including "Wheel Of Lunch" (5 min.)</b>                             | ✔ ⋮   |

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| ⋮ | <b>Using External Social Media Data With JSON</b>  | ✓   | ⋮ |
| ⋮ |   <b>WATCH: JSON Defined (Who Is This "Jason" Person Anyway?) (1 min.)</b>   | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Coding Demo -- Make An Automated Slideshow Of Johnny Cash's Instagram Photos Using Processing -- Part 1 of 2 (23 min.)</b> | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Your API Is a Hall of Shame (public video on YouTube) (4 min.)</b>   | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Coding Demo -- Make An Automated Slideshow Of Johnny Cash's Instagram Photos Using Processing -- Part 2 of 2 (13 min.)</b> | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Improve This Lecture Example -- Part 2 (5-10 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Using Data Fetched From The Web When The Program Runs</b>   | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Coding Demo -- Using Open Weather APIs To Chart Humidity With Processing (32 min.)</b>                                     | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Improve This Lecture Example -- Part 3 (5-10 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Improve This Lecture Example (Submission Form) (5 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Continue Work On Assignment #4</b>   | ✓   | ⋮ |
| ⋮ |  <b>Assignment #4: Visualization in Processing</b><br>Apr 5   0 pts   | ✓   | ⋮ |
| ⋮ | ▼ (3/29) <b>Week 11: Catch-Up Week</b>   | ⊘ + | ⋮ |
| ⋮ |   <b>Week 11 Overview and Logistics -- "Catch-Up Week" Declared, Reductions in Workload</b>  | ✓   | ⋮ |
| ⋮ | <b>Please Decide On A Topic/Group For Assignment #5 by Monday 11/16, 5:00 p.m. and fill in the topic/group sign-up form here ONCE per group:</b>   | ✓   | ⋮ |
| ⋮ |  <b>Assignment #5: Extend a Previous Assignment</b><br>Apr 26   0 pts   | ✓   | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Complete Assignment #4 By The Monday Deadline</b>  | ✓   | ⋮ |
| ⋮ |  <b>Assignment #4: Visualization in Processing</b><br>Apr 5   0 pts   | ✓   | ⋮ |



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| ☰ ▾ (4/5) Week 12: Industry Strategies   | ⊘ + ⋮ |
| ☰ 📄 ● Week 12 Overview and Logistics   | ✔ ⋮   |
| ☰ 📄 ● Review Week 10/11 Polls and Participation Results  | ✔ ⋮   |
| ☰ <b>Part 1: Review and Assignment Tips</b>  | ✔ ⋮   |
| ☰ 📄 ACTIVITY: Another Meme Contest (Review Prior Material) (15 min.)   | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Assignment #5 "Fun Fair" Poll  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Tips and Pitfalls for Assignment #5 -- Version Numbers and How to Ask a Good Question (19 min.)   | ✔ ⋮   |
| ☰ 📄 ACTIVITY: Check Out Stack Overflow (3 min.)  | ✔ ⋮   |
| ☰ 🔗 OPTIONAL: WATCH: Is This A for() Loop? (2 min.)  | ✔ ⋮   |
| ☰ <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   | ✔ ⋮   |
| ☰ <b>Part 2: Digital Media Industry Strategies</b>   | ✔ ⋮   |
| ☰ <b>Four Common Strategies</b>  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Intro to Business Strategies; Platformization Defined and Twitter / Favstar API Example: "Nothing in this world is really free, especially Twitter data." (19 min.) | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Platformization (3 min.)   | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Walled Garden Defined and Videotext / Compuserve Examples: "What if every company ran their own separate Internet?" (15 min.)                                       | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Walled Gardens (3 min.)  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Lock-In and Switching Cost Defined; QWERTY vs. Dvorak Example: "Why does the keyboard have QWERTY across the top?" (20 min.)  | ✔ ⋮   |
| ☰ 🔗 ACTIVITY: Switching Cost and Lock-In (7 min.)  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Network Effects Defined and "Who Would Buy The First Telephone?" Example (6 min.)   | ✔ ⋮   |
| ☰ <b>Applying These Ideas To New Cases</b>   | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Digital Media Case Study: What Are Apple's Business Strategies? (9 min.)  | ✔ ⋮   |
| ☰ 🔗 ● WATCH: Digital Media Case Study: What Are The Strategies of Video Game Console Makers? (15 min.)   | ✔ ⋮   |



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| ⋮ | <b>Alternative Approaches</b>   | ✓ | ⋮ |
| ⋮ |   <b>WATCH: An Alternative To These Business Strategies: The Open Web Defined (19 min.)</b> | ✓ | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: Tantek's "What Is The 'Open Web'?" (public blog post) (9 min.)</b>   | ✓ | ⋮ |
| ⋮ |  <b>ACTIVITY: The Open Web (4 min.)</b>  | ✓ | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>  | ✓ | ⋮ |
| ⋮ | <b>Part 3: Looking Ahead To The End Of Class</b>  | ✓ | ⋮ |
| ⋮ |   <b>WATCH: Getting Ready for the Final Paper (9 min.)</b>                                  | ✓ | ⋮ |
| ⋮ | <b>IMPORTANT: In Your Remaining Time This Week, Work On Assignment #5</b>   | ✓ | ⋮ |
| ⋮ |  <b>Assignment #5: Extend a Previous Assignment</b><br>Apr 26   0 pts  | ✓ | ⋮ |

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| ⋮ | ▼ (4/12) <b>Week 13: Audience Tracking</b>   | ⊘ + | ⋮ |
| ⋮ |   <b>Week 14 Overview and Logistics (1 min.)</b>   | ✓   | ⋮ |
| ⋮ |   <b>Review Week 12 Poll/Participation Results (3 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Part 1: Audience Tracking</b>   | ✓   | ⋮ |
| ⋮ | <b>From Analog to Digital Audience Tracking</b>  | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Intro To Audience Tracking; The So-Called "Death of Demographics" Argument (10 min.)</b>                         | ✓   | ⋮ |
| ⋮ |   <b>WATCH: The Old Way To Do Ads -- Selling Demographics Attached To Content (6 min.)</b>                                   | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Look Up The Demographic Profile Of A ZIP Code (6 min.)</b>  | ✓   | ⋮ |
| ⋮ | <b>Six Digital Sources of Tracking Data</b>  | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Introducing Early Techniques in Online Tracking -- Log Files, Browser Fingerprinting, Clickstreams (12 min.)</b> | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Demo -- Log Files and Clickstreams (16 min.)</b>   | ✓   | ⋮ |
| ⋮ |   <b>WATCH: Web Beacons And Centralized Ad Servers / Networks (14 min.)</b>  | ✓   | ⋮ |
| ⋮ |  <b>ACTIVITY: Check Web Sites You Visit For Trackers (5 min.)</b>   | ✓   | ⋮ |

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| ⋮ |   <b>WATCH: Look At Your Cookies -- They're Providing "State" (12 min.)</b>  |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Look At Your Cookies (4 min.)</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: IP Address Geolocation (10 min.)</b>   |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Geolocate Yourself (4 min.)</b>   |    | ⋮ |
| ⋮ |    <b>WATCH: Perhaps The Richest Source Of Tracking Data -- The Data You've Voluntarily Given Up -- e.g., The Case Of Searcher #4417749 (10 min.)</b> |    | ⋮ |
| ⋮ |  <b>OPTIONAL: READ: The Original New York Times Article, "A Face Is Exposed For AOL Searcher #4417749" (12 min.)</b>  |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Look At Your Search / Location History (6 min.)</b>   |    | ⋮ |
| ⋮ | <b>Summing Up and Implications</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: Big Idea -- Old Media Sold Demographics To Advertisers, Packaged With Shows -- Now Targeted Ads Sell Individual People (10 min.)</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: Mistargets And Implications For Privacy (11 min.)</b>  |    | ⋮ |
| ⋮ |  <b>ACTIVITY: Look At How You Have Been Profiled -- 🔥🔥🔥 THIS ACTIVITY IS POPULAR 🔥🔥 (14 min.)</b>   |    | ⋮ |
| ⋮ | <b>Note: To promote both learning and wellness we recommend TAKING A BREAK before starting a new part. That would be right here!</b>   |    | ⋮ |
| ⋮ | <b>Part 2: Course Conclusion And Life After COMM 362</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: "Code Hard" (Public Video On YouTube) (3 min.)</b>   |    | ⋮ |
| ⋮ |   <b>WATCH: Johnny Cash And Special Guest Lecturer (1 min.)</b>  |    | ⋮ |
| ⋮ |    <b>WATCH: Form vs. Content As Structure vs. Agency -- Concluding Thoughts (13 min.)</b>  |    | ⋮ |
| ⋮ |   <b>WATCH: The Last Lecture Video In This Class (11 min.)</b>   |    | ⋮ |
| ⋮ | <b>IMPORTANT -- In Your Remaining Time This Week, Complete Assignment #5 By The Monday Deadline</b>  |    | ⋮ |
| ⋮ |  <b>Assignment #5: Extend a Previous Assignment</b><br>Apr 26   0 pts   |    | ⋮ |
| ⋮ | <b>IMPORTANT -- In Your Remaining Time This Week, Study For Quiz #3</b>  |    | ⋮ |
| ⋮ | ▼ (4/19) Week 14: Conclusion   |   | ⋮ |



- ⋮ **IMPORTANT: Take Quiz #3 (20 min.) -- Start the quiz between 12/7 (Monday) 5pm and 12/8 (Tuesday) 4:40 pm by clicking below: (link will appear close to Quiz date)** ✓ ⋮
- ⋮  **Quiz #3 (20 min.)**  
Apr 19 | 15 pts ✓ ⋮
- ⋮ **NOTE: No Lecture Material This Week** ✓ ⋮
- ⋮  ● **READ: 🌟 Final Meme Contest Winners 🌟 (1 min.)** ✓ ⋮

- ⋮ ▼ (4/23+) **Finals** ⊖ + ⋮
- ⋮ **IMPORTANT: Turn In Assignment #5 And The Final Paper By The Deadline** ✓ ⋮
- ⋮  **Assignment #5: Extend a Previous Assignment**  
Apr 26 | 0 pts ✓ ⋮
- ⋮  **Final Paper (Combined Deadline With Assignment #5)**  
Apr 26 | 0 pts ✓ ⋮