

# Seeing Sideways: Experimental Approaches to New Media

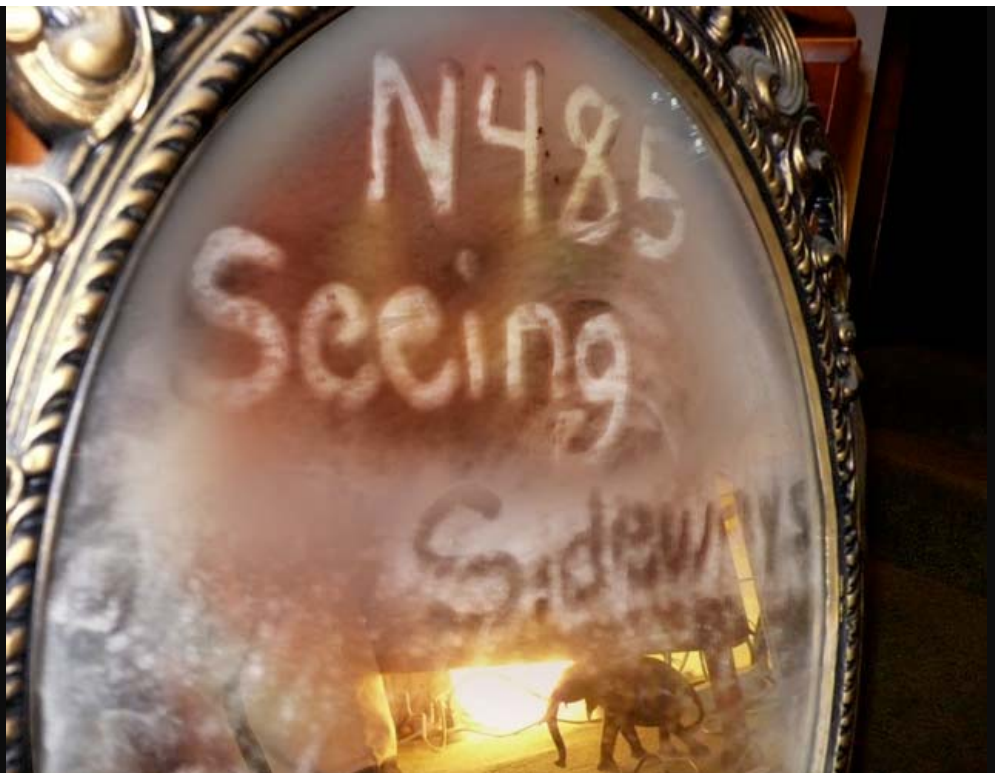
NEWM N485: 6756  
Fall 2008  
Monday 3:00-5:40 p.m.  
IT 077  
3 credits

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### Office hours:

Mondays and Tuesdays 2:00 – 3:00 (classes start at 3:00)  
By appointment or drop-in  
Pre-arranged chats through Oncourse (e-mail or call to arrange)  
Phone (leave a contact number and I will return your call)

### IUPUI Mission:

The Mission of IUPUI is to provide for its constituents excellence in Teaching and Learning, Research, Scholarship, Creative Activity, and Civic Engagement. IUPUI's mission is derived from and aligned with the principal components – Communities of Learning, Responsibilities of Excellence, Accountability, and Best Practices – of Indiana University's Strategic Directions Charter.

### Statement of values:

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community; both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honest, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its program and services.

### Principles of Undergraduate Learning:

The IUPUI Principles of Undergraduate Learning (PUL) state that each class should be able to assess learning outcomes in the following areas:

- Oral presentation
- Writing skills
- Critical thinking
- Application of knowledge
- Intellectual depth, breadth, and adaptive-ness
- Understanding of society and culture
- Values and ethics

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| <b>Textbooks:</b>                                 | <p><b>Required books:</b><br/> <i>The Art of Looking Sideways</i>, by Alan Fletcher, Phaidon Press, ISBN-10: 0714834491, ISBN-13: 978-0714834498</p> <p><i>MTIV: Process, Inspiration and Practice for the New Media Designer</i>, by Hillman Curtis, New Riders Press, ISBN-10: 0735711658, ISBN-13: 978-0735711655</p> <p><b>Recommended (highly recommended) books:</b><br/> <i>A Smile in the Mind</i>, by Beryl McAlhone, Phaidon Press, ISBN-10: 0714838128, ISBN-13: 978-0714838120</p> <p><i>New Media in Art (World of Art)</i>, by Michael Rush, Thames &amp; Hudson, 2<sup>nd</sup> Edition, ISBN: 0500203784</p>  |
| <b>Prerequisite:</b>                              | <p>A sense of adventure and curiosity, plus a willingness to stretch beyond your current understanding of media arts. A true willingness to face academic fears head on and grow from your failures.</p>  |
| <b>Required materials:</b>                        | <p>Student is responsible for providing access to:</p> <ul style="list-style-type: none"> <li>• An open mind</li> <li>• Removable storage media</li> <li>• Digital camera (recommended)</li> <li>• CD-R's or DVD-R's (minimum of 10 – for handing in projects)</li> </ul>   |
| <b>Course description:</b>                        | <p>In this non-traditional open format course students will explore a variety of methods for fostering creative exploration in new media. Discussion, readings, blogging, and directed exercises lead the student to find individual ways of exploring different areas of new media through a variety of output options.</p>  |
| <b>Course outcomes and skills to be mastered:</b> | <p><i>Creative problem solving, multi-sourcing projects, digital experimentation, public speaking, critical analysis, peer critique, design principles, courage to try new things</i></p> <p>Individual projects and group lectures are designed to work in tandem to foster creative approaches to solving complex digital media problems. The successful student will leave this course with an understanding of and appreciation for experimentation with digital media and a mastery of a self-defined creative digital style. Throughout the course many different interpretive styles will be explored and discussed and the student will need to be able to effectively and creatively express a complex idea in digital form. A willingness to explore and experiment with a variety of output media is essential for the successful completion of the course. Class discussion and participation is crucial to these outcomes and regular attendance is mandatory of all students.</p>   |
| <b>Course expectations:</b>                       | <p>Due to the unusual nature of this course traditional classroom procedures are not always employed when dealing with assignments. Each student will be asked to create a public blog through which all assignments due will be posted, or discussed, whichever is applicable. The assignments in this course are intended to be spring boards from which each student can jump. While there are core competencies involved with each assignment, experimentation on the part of the student is the primary goal. Each assignment description will be posted on Oncourse and will give detailed due date and deliverable instructions.</p> <p>The assignments for this course are intended to foster experimentation and creative solutions; therefore it is possible that a traditional assignment model may not be appropriate in all situations. This is not an excuse to not do a project. <b>Any project attempted by a student must be defended by that student during discussion and critique.</b> Assignments that are not taken seriously by the student attempting the assignment will not be given a grade by the instructor.</p> <p>Assignments are due at the designated time on the designated date. No due date extensions will be given, unless at the instructor's instigation; this includes extensions for absences. If a student cannot attend a class when an assignment is due, the assignment</p> |

is expected to be posted to the student's blog by the assigned due date. (Extenuating circumstances can be discussed on an individual basis, but the final decision is up to the instructor in all cases.)

Late projects will not be accepted unless prior arrangements have been made and approved by the instructor.

**Attendance policy:**

*University regulations state: "Students are expected to be present for every meeting of the classes in which they are enrolled."*

Regular and punctual attendance is vital to the success of any class; therefore attendance is mandatory. Due to the nature of this course, attendance is especially crucial to a student's success. The lectures cannot be made up, although assignments can be completed if a class session is missed. However, missing class discussion and lecture will greatly impact the student's understanding and experience for this assignment.

**Grading:**

12 blog entries (25 points each)  
1 project proposal (50 points)  
1 midterm presentation (50 points)  
1 final project (400 points)  
1 final paper (100 points)  
Class participation (100 points)  
(1000 total points for the course)

Discussion participation, Oncourse chat sessions, active communication with other class members outside of class, and assignment critique comments will all be considered when it comes time to assign a final grade for this course. Extra credit options may be given.

Grading scale:

A+ = 98 – 100%

A = 94 – 97%

A- = 90 – 93%

B+ = 87 – 89%

B = 84 – 86%

B- = 80 – 83%

C+ = 77- 79%

C = 74 – 76%

C- = 70 – 73%

D+ = 67 – 69%

D = 64 – 66%

D- = 60 – 63%

F = 59%

Grades can be discussed, but the instructor has final say in all grading disputes.

**Plagiarism policy:**

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, audio, or images. Using other students' work (with or without their permission) is still plagiarism if you don't indicate who initially did the work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When an instructor suspects plagiarism, he/she will inform the student of the charge; the student has the right to respond to the allegations. Students whose work appears to be plagiarized may be asked to produce earlier drafts of the work. Students should, for this reason and as a protection in cases of lost documents, retain rough drafts, notes and other work products for 2-3 weeks after the end of each semester. The penalties for plagiarism include reprimands, being failed for a particular exam, paper, project, or the entire course, disciplinary probation, or dismissal. Faculty, after consulting with their chair, and/or the dean must notify students in writing of their decision.

Students have the right to appeal such decisions by submitting a petition. All students are responsible for reading the Code of Student Rights, Responsibilities, and Conduct of Indiana University Purdue University Indianapolis.

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| <b>Academic honesty:</b>        | All students in New Media should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do their own work.  |
| <b>Liability warning:</b>       | Your student ID and password are private. Under no circumstances are you to give them out to anyone. If another person uses your ID or password you will be held personally responsible for any and all activity on your computer account. If plagiarism is involved you run the risk of being dismissed from the school. If a computer is damaged, you are responsible for repair and replacement.   |
| <b>Lab and equipment usage:</b> | <p>Labs and lab computers are to be used for school purposes only. Only IUPUI New Media students are permitted to use these labs.</p> <p>There are a limited number of digital cameras, tripods, video cameras, light kits, sound recorders, and other equipment that can be checked out by New Media students for use in projects. All equipment can be reserved through Geoffrey Coryell and must be done via e-mail. Geoff's e-mail address is <a href="mailto:gcoryell@iupui.edu">gcoryell@iupui.edu</a>. This equipment is shared by all new media students and is offered on a first-come-first-served basis.</p> |

## A recap of the previous semesters in N485: Seeing Sideways

Assignments and exercises:

1. **After each class:** blog entries
2. **Class 1:** The object assignment (fork)
3. **Class 2:** 50 "What if...?" questions
4. **Class 3:** Answer a "What if...?" question you did not ask
5. **Class 4:** Read and discuss Plato's cave metaphor
6. **Class 5:** What moves you?
7. **Class 6:** Daily blog journal for a week
8. **Class 7:** Senseless senses
9. **Class 8:** Onion assignment
10. **Class 9:** Midterm questions
11. **Class 10:** "What the Bleep Do We Know?" / follow your bliss
12. **Class 11:** Get to know someone and then talk about them (pop quiz)
13. **Class 12:** Newspaper and a word from the textbook (bible dipping)
14. **Class 13:** Identity without writing
15. **Class 14:** Connections
16. **Class 15:** Break the rules (we will do this today)
17. **Class 16:** Presentation of research from your books / final project

Concepts, examples, and experiences from class (I can't remember them all, but here are some)

1. John Cage
2. religion
3. racism
4. time
5. tape your mouth shut and still communicate
6. explore and embrace your limitations
7. can you create on command?
8. rules – what are they for?
9. what is new media?
10. fear
11. stand with your forehead against the wall and then talk to the group
12. don't be boring!!!!
13. looking at bizarre websites
14. sharing projects and ideas

15. question everything
16. courage to try something new
17. what is your comfort zone?
18. ingrained behavior
19. walk around and really observe what you experience
20. share your experiences with someone else
21. sing
22. humor and what is funny
23. point of view
24. what happens if you go beyond your comfort zone?
25. what if no one tells you what to do or think?
26. creative roadblocks
27. monotony
28. individual expression
29. does everything you do for a new media project have to involve the computer?
30. can changing your routine make you more creative?
31. do you have to do something crazy all the time?
32. what is reality?
33. quantum theory
34. various ways of communication
35. subjectivity vs. objectivity
36. what happens when grades mean nothing?
37. break old habits
38. how do you get from a drawing to a website interface where you tear through levels to get to additional content?
39. is it interesting?
40. why does this class not resonate for everyone?
41. shout in a tunnel and listen
42. can you make yourself heard in the crowd or is it all just a bunch of senseless screaming?
43. watch people swimming
44. can you keep someone interested in your ideas if there is a lot of distraction going on around?
45. why do people get distracted?
46. what makes people lose interest in something?
47. can you keep people interested in an idea or do you need glitz and shiny things?
48. what if you begin to question the system?
49. do you even want to see sideways?
50. is there anything wrong with the status quo?
51. who is the leader you are following?
52. do you have a responsibility as a new media practitioner to worry about society as a whole or are you in it just to make a living?
53. if you are in it for a living, can you keep it interesting for yourself?
54. how to deal with burnout
55. the idea of sheep
56. safety in numbers
57. taking risks – what are the costs and the rewards?
58. do people want to think?
59. do you want to think?

### [Let's build a roadmap – a recap of the Summer 2007 session of Seeing Sideways!](#)

Here are the bare bones of a summary of what I think makes this whole idea work. This is just my take on it and I want everyone to help shape it. I am posting it here because I want it to be accessible to everyone. As the class whittles it into shape I will post our findings. I am sure there are things I have forgotten to list, and the presentation of this is absolutely not creative. Together we can create something interesting that will remind us each of the journey we have taken this summer...

### **Sideways Roadmap**

The point of seeing sideways is to become free and more creative; to solve problems and communicate in new and interesting ways.

### **Roadblocks to creativity:**

fear, failure, ridicule, deadlines, boredom, clients, acceptance, money, habits, skills, structure (too much), not enough focus, reality, believability, commercial considerations, time, unrealistic demands, expectations, usability, preconceived notions, propriety, copyright, access to a stimulating environment...

### **Creativity thrives on:**

freedom, time, humor, emotion, storytelling, play, visual acuity, comfort, curiosity, problem-solving, practice, inspiration, imagination, letting go of reality for a bit, refining, defining, dreaming, questioning, point-of-view, surprise, wonder, suspension of disbelief, stimulation, thinking...

### **Exercises:**

- Take an everyday object and do something unexpected with it
- Use your senses in new ways
- Ask big questions that are emotion-charged
- Ask 50 “What if...?” questions
- Answer (as much as you can) one “What if...?” question that was asked by someone else
- IMA fieldtrip
- Research someone practicing in the field of new media
- Take a stab at coming up with a sideways project of your own
- Carve out a 3-hour block of "play" time where you only follow your bliss and forget everything else and then question your project to see if it helped loosen your idea a bit
- Helping to create this roadmap
- Discussions
- Blogging and e-mails

### **Inspiration:**

- What the bleep...
- Art 21
- Rivers and Tides
- Sharing personal projects and stories
- Star Wars Tech
- Various CBS Sunday Morning News segments
- Looking at unusual websites
- Look for a theme or “hook” that you can build on
- Your own personal experiences
- Chat room and e-mails
- Discussions

- Suggested movie list
- Suggested readings and required texts
- IMA fieldtrip
- Research someone practicing in the field of new media
- NMC poster process
- Dissection of some of my projects and discussing the obstacles and solutions