Course Description
This research seminar allows students to focus time and energy on subject material addressing arts management and technology. The course provides interested students with the tools and techniques to engage in professional level research. Additionally, students learn approaches for creating and curating content for a professional web platform via written, visual, audio, or video formats.

The content is created to serve AMT Lab readers: professionals working in the field. To that end, research topic areas are framed by surveys to the field. Students work on their own topics of interest within an editorial scope created by the AMT Lab Executive Director/Publisher and Chief Editors.

In order to produce a robust and professional web platform, students will engage in all aspects of research, writing and content creation for publishing on an online platform. In the process, all students will

- learn techniques for research at the graduate/pre-professional level
- refine non-fiction writing skills – both style and mechanics
- learn techniques for digital storytelling, from creating infographics to interactive data visualization
- learn techniques and strategies in digital publishing
- learn how to create and publish podcasts or google hangouts (an option for an interested student)
- generate content for their professional portfolio

By the conclusion of the course, Students should be able to:
- Research and engage in public discourse at a professional level
- Have effectively networked with one leader in the field.
- Create annotated bibliographies of resources
- Locate diverse and reliable sources on arts management and/or technology topics
- Evaluate craftsmanship in writing, argument structure and communication of complex information in written or verbal formats
- Craft a thorough and supported argument that answers a well-stated research question.
- Write clear and professional prose
- Create effective digital storytelling
- Identify the current and future opportunities for technology in the arts management space
- Evaluate effective communication design in a web 2.0, html5 environment
Outcomes will be evaluated through performance rubrics provided separately with each assignment and noted below as to attendance and participation.

**Course Assignments**

Annotated Bibliography & Research Question

Starter Post (2 – 3 pages)

Interactive (infographic, interview, podcast, etc.)

Research Update (1 – 2) (4 – 800 words)

Final Research document (8 – 12 pages total)

AMT Lab Content Share (verbal)

*Weekly:*

- In the News: Share a technology – based item of news to discuss in class on Asana
- Social Share or comment on/from one of AMT Lab’s channels: Facebook, Twitter, LinkedIn
- URL example or question

**Suggested paths – recommended but can be adjusted according to research experience**

<table>
<thead>
<tr>
<th>Beginning Researcher:</th>
<th>Intermediate Researcher or AMT Lab Repeater:</th>
<th>AMT Lab pro (3rd time +):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research Topic:</td>
<td>• Research Topic</td>
<td>Independent pathway based on a research topic. Could be a podcast series or data visualization of a survey. Or create a repeat path for First or Second Experience. Choice and deadlines due to executive director 3rd week of class.</td>
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<tr>
<td>Annotated Bibliography</td>
<td>Annotated Bibliography (can expand from 1st experience or pick new topic)</td>
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<td>• Research Question(s)</td>
<td>• Research Question(s)</td>
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<td>• Research Topic Post #1</td>
<td>• Research Topic Post #1</td>
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<td>• Research Topic Infographic</td>
<td>• 1 Interactive posts (your choice —)</td>
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<td>• Research Topic Interview / Podcast or WOYP</td>
<td>• Interview</td>
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<td>• Research Topic Post #2</td>
<td>• Research Topic Final Report / White Paper</td>
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<tr>
<td>• Starter post: news or review summary, app review, experience review.</td>
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**Course Texts:**


Podcasts, Videos and handouts (available links in Syllabus)

AMTLab Contributor Handbook (available via Box)

Blogs (for use for In the Weekly News)

- NYTimes Technology
- WSJ Technology
- Nten.org
- Mashable.com
- Techcrunch.com
- Bethkantor.org
- Arstechnica.org
- Idealware.org
Useful references:
- Strunk and White’s *Elements of Style*
- William Zinsser, *On Writing Well* (any edition – most recent recommended)
- Kate Turabian, *A Manual for Writers*

Course Requirements

*Classroom and Online Engagement*
At the graduate level, attendance is assumed, except in extraordinary circumstances. Should such circumstances arise (hospitalization, earthquake, etc.), please make every effort to let me know by phone or email before class begins. *Two absences due to illness or overwhelming work load is allowed in the semester.*

*Active class participation is expected.* The course is run in a *quasi-editorial staff meeting* style. The class will offer opportunities to learn in an active and synergistic manner. Class time will include discussion of assigned readings, in-class projects, platform critiques, oral presentations and sharing of thoughts and ideas.

Due to the depth of the content and the limited in-class time together, this course utilizes a combination of Canvas (due dates & links to Box and Asana) and Asana ([www.asana.com](http://www.asana.com)) as a project management/editorial calendar tool. In addition to the handbook and readings, Box will have notes for ideas for reviews, interviews, and WOYP targets. These 3 inter-twined online tools provide a calendar for your due dates, your publication dates and deadlines, a relay of course documents, a depository for news and other items, and a place to share findings.

**WEEKLY**

*News/Research of Interest*
*Each week you are expected to post to Canvas and be prepared to discuss in class a “news find” about technology that you think would be relevant to the arts / arts management community. If you are absent you may still participate in this space.*

*Social Share*
*Each week you are expected to comment on or share content from one of AMT Lab’s social channels (Facebook, Twitter or Linked In)*

**OVER THE SEMESTER**

*AMT Lab Content Review*
Once per semester you will lead a discussion in class by providing your takeaways, thoughts, critique on the previous week’s posts on the platform.
Research:
Your focus for your research project will be on a topic relevant to the industry, complex enough to be worthy of deep research, and aligned with the editorial tracks distributed in class. In the process of research and writing you will share your findings via blog posts, interviews, and an infographic. Data-informed, digital storytelling skills should be gained and knowledge shared that serves as a catalyst to the field.

For those repeating the class or with experience in online publishing, a more substantive and professionally significant output will be available: A white paper that will effectively answer the research question relevant for a professionally engaged reader. It should include visual aids (graphs, images, etc.) to convey the concepts and reach a length of anywhere from 2000 – 4000 words (10 – 20 pp) excluding bibliography. The length is dependent on the question to be answered not on the time you have to write. Jenee Iyer’s work on SMART CITIES is an excellent example of an appropriate writing level and depth of research.

Multi-media / interactive
Students may use these posts to explore methods of communicating the findings in their research track. Those repeating the class can use these venues to dip into new subject areas or engage with leaders in other areas of interest.

Typical path for someone taking the course for the first time.

1 post: starter post
1 post: an interactive post (infographic, interview with a professional – a podcast or google hangout / video option)
Research Update #1
In the News, Review or other short topic.
Research Update #2

GRADING
The class is pass/fail with a professional level of ‘fail’. The course runs like a real learning apprenticeship.

Grading Scale:
- 2 absences are allowed. These are the equivalent of the number of sick days that would be provided in a work setting in 16 weeks. 2 absences mean that you are not attending class NOR are you turning in your weekly news or homework. You are STILL expected to turn in any assignments for that day on a 48 hour delay.
- All course assignments must be turned in to pass.

Late work is only accepted if agreed upon at least 48 hours prior to deadline. You cannot turn in a grant late and in a life environment you are expected to let your supervisor know if you are going to miss a deadline.

Publication Process: 1) All posts should be uploaded to Box for publisher and editorial review 2) Once reviewed and approved work is THEN uploaded and formatted on Square Space. 3) Editor publishes.
CONFERENCE opportunities:
- Follow Pittsburgh Technology Council
  - Creative Clash is one of the Arts-focused PTC quarterly happy hours. AMT Lab is a member.
- Engage in the world of the arts
- Engage at CMU in arts-tech locations (IdeATe, Create Lab and Frank Ratchye Studio for Creative Inquiry)
- Museum Computer Network is being held in November. AMT Lab will be a sponsor and MCN will have a “Green Room,” a bloggers’ gathering space. AMT Lab will be live blogging the conference. We will have two badges such that all students can go to the conference downtown (taking turns) and do some live coverage. This is THE conference for the future ideation for the museum sphere.

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

The Chief Editors work with the Publisher to determine the research scope and editorial calendar. He works with all contributors in shaping the written product and edits all writing assignments and other content for publication.

The Chief Coordinator works with AMT Lab contributors, the publisher and the editors to market AMT Lab across all social media channels.

Definition of process:
Weekly readings, discussions and writing / interactive assignments are course work. Only the writing / interactive pieces are to be published. Once your writing / interactive work is approved by the publisher in Box to move forward it passes to the editors for editing prior to you uploading to Square Space.

FAQs:
How do I pick my research topic and question? Instructor oversees and works with students individually to refine research topics and questions.

What happens when I upload my work to Box? Instructor evaluates assignments to determine readiness to move onto editing phase with the Chief Editors.

When is my work published? Editors manage publication dates and work directly with contributors to finalize publishing calendar and online engagement.

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

What if I want to publish the same material elsewhere? You may do what you wish, but we ask that you include in a header: “The work was created for and originally published on the Arts Management and Research Laboratory’s website (provide link).
**Course & Classroom Policies and Expectations**

*Laptops.* Laptops, ipads, etc are allowed in the classroom for course engagement and in-class notetaking. Use that disrupts class or the instructor will result in a loss of privileges for the rest of the day. Repeated incidents will result in a loss of use for the class.

*Food/Drink.* You are permitted to eat and drink in class as long as you do not disrupt others in the class and, of course, clean up and dispose of any trash after class.

*Cell Phones.* Cell phones should be kept in your bag. If you MUST take a text or call, please leave the room.

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

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

*Special Needs and Interests*  
My goal is to provide the most effective educational atmosphere for all students. Please let me know, in confidence, early in the semester if you have any special needs (broadly defined).

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

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

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at [http://www.cmu.edu/counseling/](http://www.cmu.edu/counseling/). Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.
Fall 2017

Course Schedule  (Subject to change due to circumstances. Due dates for assignments are in Asana and Canvas.)

1 – August 29: Introduction to the Course: Syllabus, Frameworks, Research Scope, Handbook
Prior to class: Nothing
In Class:
  • Review AMT Lab enterprise
  • Watch videos
    o Corning: https://www.youtube.com/watch?v=jZkHpNnXLB0
  • Review syllabus
  • Social Media – frameworks and actions
  • Discuss research tracks
  • Introduction to Asana, Canvas and Box
  • Sign Up for Content Summary Discussion Lead dates
After Class
  • Watch History of the Future after class
    o https://www.ted.com/talks/nicholas_negroponte_a_30_year_history_of_the_future

Like or follow social channels then Share or comment on your favorite recent article
  o Facebook (www.facebook.com/artsmanagementandtechnology)
  o Twitter http://www.twitter.com/techinthearts
  o LinkedIn Arts Management and Technology Lab (Company and join group page)

2 – September 5: What is Nonfiction Writing? Journalism?
Prior to class:
  • READ: Week 2 AMT Lab Reader: Zinnser ch. 1 & 2 and Craft of Research ch. 2 (other sections are provided for your reference. Not required but interesting)
    p. 1 - 8 in Briggs
  • Post a question or thought about the readings on Asana AND offer a url to an example of an excellent piece of writing (blog or newspaper). In one paragraph, articulate WHY it is excellent (in one paragraph) as related to our readings.
In Class:
  o Discuss readings & posted examples
    ▪ Analyze the writings compared to our readings
    ▪ Hand out: Strunk and White
  o AMT Lab content discussion
  o Review News Items
  o Sign up for Research Track Topic
  o Discuss Starter Post / Interviews Assignment
  o Review Interview and WOYP procedures and samples in Box – AMT Lab Handbook
After class: Share/comment on Social

Due:
  o Scavenger Hunt
  o First weekly news item due at noon today
3 – September 12: What is Research?
Prior to class:
  o Read the Craft of Research Part ch. 3 & 5 (AMT Lab Reader)
  o Post one question about the readings in Asana AND look back at last week’s URL you posted for excellent writing. Think about it can you connect to the Craft of Research. What question does it answer? Who is the intended audience? Why do they care?
During class:
  o Discuss the reading and ASANA questions / analyses of research
  o Weekly News
  o AMT Lab content discussion
  o Analyze Weekly News for topic / question / data. What is it solving / providing for the reader?
After class: Social Share
DUE: Weekly News Item

4 – September 19: What is digital storytelling? Interactive reporting? How do we use podcasts and video?
Prior to Class:
  o Skim Briggs Chapters 7&8 but skip the “gear up” and “editing” sections of each;
    Look at examples of interactive reporting:
      o https://www.nytimes.com/2014/03/16/magazine/whos-more-famous-than-jesus.html?_r=0
      o https://www.nytimes.com/section/upshot
  o Submit a favorite video reporting or podcast url on Asana
During Class:
  o Weekly News
  o AMT Lab Content Discussion
  o Discuss modes of ‘interactive’ content
  o Look at tools for infographics
  o Discuss interactive work and brainstorm for your topic
After Class: Social Share
DUE: Weekly News
  • Starter post: news summary, app review, experience review or Interview
5 – September 26: Journalism, Digital Publishing and Blogging

Prior to Class
- Read Briggs ch. 2
- Share favorite blogs on Asana

During Class
- Weekly News
- AMT Lab Content Review
- Discuss reading & Blogs
- Review schedule, review Categories and Tags, How-Tos in Handbook
- Review Square Space during class.

After class: Social Share
DUE:
- weekly news item due at noon today

6 – October 3: Using Data in Reporting

Prior to Class
- Read Briggs ch. 9
- Skim Power Point on Storytelling [source: http://www.slideshare.net/HotPursuitPress/an-introduction-to-story-design-for-journalists-educators]. Can data be a character in a story?
- Post a great use of data in ASANA and any questions on the reading

During Class:
- Discuss Readings & Asana Posts
- Weekly News
- AMT Lab Content Discussion
- Round Robin Share Out – Research successes and obstacles
- Share out from AMT Lab Staff on goals and tactics.

After Class: Social Share
DUE:
- Weekly News Item
  - Turn in your Preliminary Bibliography (15 items – at least 5 from AMT Lab) plus Research Track, Topic, Question include where you plan to get your data.

7 – October 10: More Tools for Reporting: Infographics and Pictures

Prior to Class:
- Read Briggs ch. 6
- [source: http://www.entrepreneur.com/article/229818]
- Post a favorite Infographic to Asana

During Class
- Discuss Readings
- Play with Canva, Pixelmator and other tools
- AMT Lab Content Discussion
- Weekly news

After Class: Social Share
DUE:
- Weekly News Item
8 – October 17: Open Discussion (midterms)
Prior to Class
  o No readings

During class
  o Discuss reading
  o AMT Lab Content Discussion
  o Weekly News

After class: Social Share
DUE: Weekly News Item
  o Research Interactive or Interview

9 – October 24: Argument meets Evidence
Prior to class:
  o Read AMT Lab Reader Craft of Research Chapter 7

During Class
  o Discuss readings
  o Plot out your argument and evidence with a partner
  o AMT Lab Content Discussion
  o Weekly News

After Class: Social Share
DUE Weekly News Item
  Self-Evaluation (copy is in your folder in Box. Tag Brett when complete)

10 – October 31: The Tech Behind the Platform (“Curtain”)
Prior to Class:
  o Read Briggs ch. 1 post 2 questions or thoughts on Asana

During Class
  o Discuss reading
  o AMT Lab Content Discussion
  o Weekly news item

After Class: Social Share
DUE
  o weekly news item due at noon today

11 – November 7: Ethics
Prior to class:
  o Read Blogger Chapter 9 AMT Lab Reader
  o [https://fromthefield.wordpress.com/bloggers-code-of-ethics/](https://fromthefield.wordpress.com/bloggers-code-of-ethics/)
  o [https://www.spj.org/ethicscode.asp](https://www.spj.org/ethicscode.asp)
  o Post two questions on the reading in Asana

During class:
  o Discuss reading
  o AMT Lab Content Discussion
  o Weekly news item
  o Round Robin
  o Share out from AMT Lab Staff on goals and tactics.

After Class: Social Share
DUE: Weekly News Item
12 – November 14: Working with your readers
Prior to Class:
- Read Journalism Next ch. 4 & 10;
- Post 2 thoughts or questions in Asana
During Class:
- Discuss readings
- Weekly News Item
  - Working with Readers
- AMT Lab Content Discussion
- How does AMT Lab work with readers?

After Class: Social Share

DUE Weekly News Item
Research post or interactive due

13 – November 21: Digital Platform as a Business
Prior to Class:
- Read Briggs ch. 11
- Post thoughts / questions to Asana
During class:
- AMT Lab Content Discussion
- Weekly news item

After Class: Social Share

Due Weekly News Item

14 – November 28: The future
Prior to Class:
- Consider our work this semester and in your other classes; Read the linked article: https://digitalcontentnext.org/blog/2017/01/09/the-big-10-media-executives-call-out-the-industrys-biggest-challenges/
- Post your thoughts / questions to Asana as related to “The Future of Digital Content”
During Class:
- Discuss the future
- Weekly News
- AMT Lab Content Discussion
- Round Robin
- course evaluations

After Class: Social Share

DUE: Weekly News Item
15 – December 5: Lunch & Road Trip
Prior to class Nothing
During Class
  o Research interactive or post
  o End of Semester Celebration & Lunch
  o Full contributor share out: final findings / conclusions drawn from research
After Class: Social Share
DUE: Weekly News Item
  Research Post or Interactive

16 -
DUE by MIDNIGHT SATURDAY White Paper / Final Research Post in format in a word document with footnotes and a complete, formatted Bibliography of everything you have used in your research
**GRADING RUBRIC (used for self-evaluation)**

<table>
<thead>
<tr>
<th></th>
<th>Sophisticated / Exceptional</th>
<th>Competent/Passing</th>
<th>No Competency/Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom engagement</strong></td>
<td>☐ the student has achieved a <strong>sophisticated</strong> command of the subject and engages at a mature level with her/his peers.</td>
<td>☐ the student has achieved a <strong>competent</strong> understanding of the material and mostly participates in the class's discussion with the subject.</td>
<td>☐ the student has <strong>not yet achieved competency</strong> with the material and at times gets stuck in early development of concepts.</td>
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<td></td>
<td>☐ Readings are completed prior to class with questions and ideas ready to contribute.</td>
<td>☐ While the readings have been completed, moderate original thought is contributed to discussion.</td>
<td>☐ Readings/assignments are frequently incomplete or late and no questions or original ideas are offered.</td>
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<td></td>
<td>☐ When given the opportunity, the student often leads discussions and is gracious and supportive of all.</td>
<td>☐ The student engages but doesn’t always lead or connect the thoughts of his/her peers.</td>
<td>☐ The student spends most of his/her time absorbing, listening, or working on other projects rather than contributing to the content at hand.</td>
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<tr>
<td></td>
<td>☐ Student attends all classes and out-of-class activities, arriving early ready to actively engage with the materials at hand.</td>
<td>☐ The student attends out-of-class functions and all but one of the class meetings, arriving on time and focused at the tasks at hand in the room.</td>
<td>☐ Basic terms are grasped but core concepts are not demonstrated.</td>
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<td>☐ This student engages with AMT Lab social media (sharing or commenting) 14 times per semester enhancing the shareability and engagement on channels overall.</td>
<td>☐ This student misses more than two classes and does not attend any out-of-class activities.</td>
<td>☐ This student’s engagement is of low, non-professional caliber.</td>
</tr>
<tr>
<td><strong>Homework /Online Discussion / Critique</strong></td>
<td>☐ The student submits all homework assignments on or before the due date.</td>
<td>☐ The student submits all homework assignments by the due date.</td>
<td>☐ The student habitually (&gt;30%) turns in homework assignments in more than 24 hours late.</td>
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<td>☐ Assignments reveal complexity of thought with a direct connection to material discussed in class or outlined in syllabus.</td>
<td>☐ The assignments meet the requested work directly and demonstrate a basic understanding of the subject.</td>
<td>☐ The assignments have multiple errors in writing and contain several misunderstandings concerning the concepts at hand.</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
<td>☐ The student actively engages with AMT Lab social media (sharing or commenting) 14 times per semester enhancing the shareability and engagement on channels overall.</td>
<td>☐ The student engages with AMT Lab social media channels all but 11-14 weeks by sharing or commenting on his/her own work or her / his peers.</td>
<td>☐ The student engages on social media less than 10 times.</td>
</tr>
<tr>
<td></td>
<td>☐ The student’s engagement is of low, non-professional caliber.</td>
<td></td>
<td>☐ The student’s engagement is of low, non-professional caliber.</td>
</tr>
<tr>
<td><strong>Assignments &amp; Blogging Frameworks</strong></td>
<td>☐ The student submits all assignments on or before the due date or</td>
<td>☐ The student submits all assignments by the due date or</td>
<td>☐ The student habitually (&gt;30%) turns in assignments in more</td>
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<td>Before the due date.</td>
<td>Assignments reveal complexity of thought with a direct connection to material discussed in class or outlined in syllabus.</td>
<td>Arranges delay with editors.</td>
<td>The assignments meet the requested work directly and demonstrate a basic understanding of the subject.</td>
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<tr>
<td>☐</td>
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