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, audio, or video formats. The content is created to serve 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 Editor.

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 in content curation and creation for the blogosphere
- learn how to create and publish podcasts or video podcasts (an option for an interested student)
- generate content for their professional portfolio

Course Outputs
- Research Content
  - 3 Research Blog Series posts chosen on a topic provided by the Editor
    - NOTE: if you are repeating a second time, you can continue on your research track to produce a final, publishable white paper. If you chose this model, you will do 2 additional posts and a final white paper.
  - 2 “Fun Track” Blog Posts from the following types of content:
    - work with editor for due dates
      - Product or APP Reviews from a pre-sorted list of options on Evernote (CRM systems, APPs, etc)
      - Case studies
      - Monthly news summary
• Radio show/Podcasts
• Interviews (print or podcast)
• WOYP (What’s on Your Phone) contribution

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 blog posts with effective written and visual storytelling on the Square Space web site platform
• Identify the current and future opportunities for technology in the arts management space
• Evaluate effective communication design in a web 2.0, html5 environment

These outcomes will be evaluated through performance rubrics provided separately with each assignment and noted below as to attendance and participation.

Course Texts:

Blogs (for use for In the News)
• NYTimes Technology
• WSJ Technology
• Nten.org
• Mashable.com
• Techcrunch.com
• Bethkantor.org
• Arstechnica.org
• Idealware.org

AMTLab Handbook (available via Box)

Useful references:
• AP Guide www.apstylebook.com or http://owl.english.purdue.edu/owl/resource/735/02/
• Chicago Style Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html
• 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. One absence 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, 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 Asana ([www.asana.com](http://www.asana.com)) as a project management/editorial calendar tool, Box for exchanging course materials and documents, and an Evernote as a repository of weekly news items and ideas for reviews, interviews, and WOYP targets. These venues provide a calendar for postings and deadlines, a relay of course documents, a depository for news and other items, and a place to share findings.

*News/Research of Interest*
Each week you are expected to clip to Evernote and be prepared to discuss in class a “news find” about technology that you think would be relevant to the arts / arts management community.

**White Paper (for those repeating the class)**
Your focus for your bigger research project will be on a topic relevant to the industry, complex enough to be worthy of a focused white paper, and aligned with the editorial tracks distributed in class. In the process of research and writing you will share your findings via two blog posts. The white paper will effectively answer a pertinent 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.

**Research Posts (for those NOT doing a white paper)**
Your focus for your bigger research posts will be on a topic relevant to the industry, complex enough to be worthy of a deep research dive and aligned with the editorial tracks distributed in class. In the process of research you will share your findings with the world via three blog posts. The deadlines for the first post is in the syllabus and the remaining two will be determined between you and the Chief Editor.

**Fun Posts**
Students may use these posts to explore other areas of their research track or try something completely different. The minimum semester contribution is 2 posts as agreed upon with the Chief Editor. These are fun, so pick something you are interested in playing with

- Radio or video show/podcast interviews
- Case studies
- Product Reviews
Monthly News Summary

What’s On Your Phone
There is a 4 question model for our What’s On Your Phone? Series. Each student will contribute one. Essentially it is an email interview with a person chosen by the student with questions already pre-written and ready to go. It offers an opportunity to engage with someone in the field in a framework that is NOT an informational interview. Instead, you are contacting them as a contributor to a national publication asking him/her to share with our readership “What’s On Your Phone”?

GRADING RUBRIC Classroom & Homework:

<table>
<thead>
<tr>
<th>Classroom engagement</th>
<th>Sophisticated / Exceptional</th>
<th>Competent/Passing</th>
<th>No Competency/Failing</th>
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<tbody>
<tr>
<td>□ the student has achieved a sophisticated command of the subject and engages at a mature level with her/his peers.</td>
<td>□ The student has achieved a competent understanding of the material and mostly participates in the class’s discussion with the subject.</td>
<td>□ The student has not yet achieved competency with the material and at times gets stuck in early development of concepts.</td>
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<tr>
<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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<tr>
<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>□ This student spends most of his/her time absorbing, listening, or working on other projects rather than contributing to the content at hand.</td>
<td></td>
</tr>
<tr>
<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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<tr>
<td></td>
<td></td>
<td>□ This student misses more than two classes and does not attend any out-of-class activities.</td>
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</tbody>
</table>
The student submits all writing assignments on or before the due date.

The student submits all writing assignments by the due date.

The student habitually (>30%) turns in writing assignments in more than 24 hours late.

Assignments reveal complexity of thought with a direct connection to material discussed in class or outlined in syllabus.

The assignments meet the requested work directly and demonstrate a basic understanding of the subject.

The assignments have multiple errors in writing and contain several misunderstandings concerning the concepts at hand.

Publication Process: All posts should be uploaded to Box (link on Blackboard) for publisher and editorial review a minimum of 48 hours prior to uploading and formatting on Square Space.

Grading Scale
This class is pass / fail. The Grading Rubric above relates the frameworks for the course meeting days and preparation for the same. To pass the course you must submit all 5 posts. You also must attend class, submit weekly posts and homeworks, however, you are allowed a “sick day” relief for 1 of each. A failure results with the accumulation of more than 2 “misses” in any of those categories.

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 Editor works 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 editor to market AMT Lab across all social media channels.

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).
Spring 2015

Course Schedule (See AMT-Lab Course Schedule & Editorial Calendar on ASANA for individual editorial deadlines)

- Review AMT Lab enterprise
- Review syllabus
- Watch videos
- Social Media – frameworks and actions
- Discuss research tracks
- Introduction to Box & Evernote

January 19: What is a blog, Intro to writing nonfiction
Prior to class:
- Read excerpts from Strunk and White, Zinnser
- READ: Bloggers Bootcamp Ch. 1
- Find then Analyze a blog that covers a subject you are passionate about. How is the content organized? What is its niche? What works/doesn’t work?
- (optional) Watch History of the Future (link on Box)
- First weekly news item due at noon today

In Class:
- Discuss readings
- Research track sign ups due during class.
- Turn in your WOYP targets
- Review WOYP procedures and text
- Introduction to Asana & Square Space
  - Practice posting in ASANA by inserting a comment to the day’s work: a link to the blog you analyzed + a sentence on your thoughts on the material

January 26: Writing for the blogosphere
Prior to class:
- Read Blogger’s Bootcamp ch. 3 & 6
- Post 2 questions to the assignment in Asana as a comment to course calendar
- Clip your weekly news item

During class:
- Discuss blogs you follow and their approaches (think back to ch. 1 of BOOTCAMP)
- Today we will discuss writing. We will discuss techniques and approaches that will help you understand good nonfiction writing, blog writing as a unique subset, and how to approach your own writing.
- Analyze your weekly news item – what does it use as DATA? How is it REPORTING that data?
February 2: Research
Prior to Class:
- Identify one post or white paper in AMT Lab that addresses your topic, include it in your bibliography
- In Asana: clip 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). What question does it answer? Who is the audience?

During Class:
- Discuss approaches to research
- Linking research data to content
- Discuss how to find materials
- WOYP due to Box for review

February 9: Research to Writing, Tools and techniques for writing on AMT Lab
Prior to Class
- Read Blogger’s Bootcamp chapter 5; In ASANA, post 2 questions about the reading
- weekly news item due at noon today
- Post to Asana: Research Question for your research work
- (optional) Watch Word Crimes (link on Box)

During Class
- Review posting schedule, review Categories and Tags, How-Tos in Handbook
- Review Square Space during class.
- Turn in your Research Track, Topic, Question, and Preliminary Bibliography 8 – 10 items) conclude with a paragraph of your thoughts on the path of your 3 posts

February 16: Feedback loops in a Web 2.0 world
Prior to class
- weekly news item due at noon today
- Read ch. 7 BOOTCAMP
- Post 2 questions or thoughts in Asana
- Due: Draft of your WOYP up on Square Space (by Sunday)

During Class:
- Discuss Readings
- Review notes to bibliography and discuss ideas

February 23: Ethics of blogging
Prior to Class:
- weekly news item due at noon today
- Read Bloggers Boot Camp ch. 9 post 2 questions or thoughts on Asana
During Class:
  o Discuss / work through research questions and resource development

March 1: Podcasting
Prior to Class
  o weekly news item due at noon today
  o In Asana link to a podcast you enjoy with a sentence of why
  o Read Blogger’s Bootcamp ch. 8

During class
  o Discuss podcasts
  o How To Podcast demonstration / workshop
  o Self-Evaluation DUE Friday 6pm.

March 8: SPRING BREAK

March 15: Research Round Robin
Prior to class:
  o Read through your peers posts from the last 3 weeks
  o weekly news item due at noon today

During Class
  o Discuss past and upcoming posts and brainstorm any research concerns
  o DUE: White Paper Updated bibliography and outline due
  o AMT Lab study hall

March 22: Visualization
Prior to class:
  o Visual Storytelling: http://www.entrepreneur.com/article/229818
  o Post an infographic that works (or is awful) to Asana with a 2 sentence commentary
  o weekly news item due at noon today

During Class
  o Discuss visual storytelling
  o Work through research to identify opportunities for visualization in our own work
  o Discuss upcoming posts and brainstorm any research concerns

March 29: Is there a career here?
Prior to class:
  o weekly news item due at noon today
  o Read Bloggers Boot Camp Ch. 10
  o Post two questions on the reading in Asana

During class:
  o Discuss chapter
  o Discuss upcoming posts and brainstorm any research concerns

April 5: Research Round Robin
Prior to Class:
During Class:
- Discuss upcoming posts and brainstorm any research concerns
- AMT Lab Study Hall

April 12: Taking on the world next steps
Prior to Class:
- weekly news item due at noon today
- Read Bloggers Boot Camp Ch. 11
- Post two questions regarding reading to Asana

During class:
- Discuss reading
- discuss upcoming posts and brainstorm any research concerns

April 19: Updates & Research
Prior to Class:
- weekly news item due at noon today

During Class:
- Round Robin Questions and Concerns
- course evaluations

April 26: Research Round Robin
Prior to class:
- weekly news item due at noon today
- Full contributor share out: final findings / conclusions drawn from research
- DUE by MIDNIGHT White Paper Final Draft with Bibliography OR final research post in Box

End of Semester Celebration & Lunch