

MS Digital Media
Student Handbook
2008-2009

School of Literature, Communication, and Culture
Ivan Allen College of the Liberal Arts
Georgia Institute of Technology

Next Application Date:
February 1, 2009 for Admission Fall 2009

<http://dm.lcc.gatech.edu>

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Program Description

Georgia Tech's DM Program is helping to establish the standard for professional education in digital media and to raise the level of professional practice. It is aimed at providing a principle-based education that will guide its graduates over the course of their careers in a rapidly changing technical environment.

DM students follow a studio- and seminar-based curriculum that places digital design within technical, cultural, aesthetic, and historical contexts. The program rests on the assumption that digital media belong to an historical, aesthetic, and conceptual continuum, whose legacy and future must be addressed in order to understand the digital artifact in its own right.

Because of its technical and disciplinary diversity, the DM program can offer students both the practical skills and the theoretical foundations they need to assume leadership roles as designers, producers, and critical analysts of digital media. Graduates of the program pursue careers in commerce, entertainment, art, and education, with a variety of national and international organizations. Some go on to Ph.D. work in computer science or the humanities. Some have gone on to start their own businesses.

The DM program usually enrolls 20-25 full-time students each Fall Semester. DM students come from a range of educational backgrounds and have diverse intellectual and creative objectives. Many have significant work experience in a professional field. Students come with academic backgrounds from such fields as acting, anthropology, architecture, communications, computer science, engineering, English studies, graphic design, history, journalism, law, library science, management, marketing, philosophy, social work, software development, technical writing, and television production. The program welcomes a socially diverse and international student body.

Among the recent corporate partners of the program who have provided internships or participated as research partners are: Direct TV, Microsoft, Amazon, Yahoo, Google, Turner Broadcasting, CNN, nurun | ant farm, Schematic, IBM, Childrens Television Workshop, ABC, Disney Imagineering, Electronic Arts, LucasArts, Disney Interactive, Kaneva, IQ TV, Alcatel Lucent, Cisco/Scientific Atlanta. Non-profit partners include GPTV, WABE, the High Museum, the Museum of Modern Art (NYC), National Academy of Television Arts and Sciences, Bremen Jewish Heritage Museum,

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Admission, Tuition and Financial Aid

Admission Schedule

The final deadline for completed applications is February 1st. Students are only admitted to begin courses for the Fall semester. Decisions are announced by April 1st. Applications are accepted online at <http://grad.gatech.edu/admissions/> and must include a work sample, which can be provided online or sent to the Director of Graduate Studies (DGS) for the DM program. If the sample is accessed on the Web it must be consistently available from February 1 – May 31 of the year of application..

Application Components

Students must provide the following information for admission. *Incomplete applications will not be considered.*

- Graduate Record Exam (GRE) test scores
- TOEFL score for non-native English speakers
- Completed On-line Georgia Tech Graduate Application Form
- Georgia Tech Application Fee: \$50.00 for 2007
- Certified undergraduate transcript (also graduate transcripts, if applicable)
- Three letters of recommendation
- Statement of purpose explaining the place of the DM program in applicant's creative, intellectual, and professional development
- Work Sample
- Statement of adequate funds (international students only)

Admission Process

After all application materials are received by the DM office, a student's application is considered by a committee of DM faculty who assess each application individually since there is no single template for admission. The committee looks for analytical ability, design ability, knowledge of media forms, technical skills, academic preparation, work experience, understanding of the scope of the DM program, and fit with the offerings and research agenda of the program. In some cases, students may be offered conditional acceptance based on the satisfaction of requirements, such as the receipt of delayed test scores, demonstration of satisfactory English language skills, or the maintenance of a satisfactory Grade Point Average (GPA) during the first semester of study. Occasionally the admissions committee will establish a waiting list for admission.

Prospective applicants may address questions **before the application deadline** to the Director of Graduate Studies or the Assistant to the Director. Applicants are also encouraged to attend the Demo Days of the program which are held toward the end of Fall and Spring semesters and usually include an informational meeting for applicants.

The Graduate Program does not provide feedback on unsuccessful applications.

Tuition and Fees

Annual tuition and fees are listed in the Georgia Tech catalog or the Office of the Bursar website at: <http://www.bursar.gatech.edu/tuiandfee.php>. Please note that though some students receive Assistantships which cover tuition costs, all students are responsible for the fees which are substantial and due each semester.

Graduate Assistantships and Other Funding

The DM program offers a limited number of graduate research, instructional, and laboratory assistantships for masters students. As an assistant, each student works 13 hours a week throughout the semester (4.5 months) and earns a stipend of \$1200 per month.

Assistantships are assigned on a semester-by-semester basis. Assistantships include remission of all tuition, but **students are required to pay student fees each semester**. Assistantships involve a set number of hours of work per week throughout the semester. Most MS assistantships are for 13 hours or 1/3 time.

Students interested in obtaining assistantships should submit an email to the DGS after they have officially been offered admission and accepted the offer. The email should include a link to an online CV and portfolio. Students with strong production, programming, and/or design skills are more likely to receive assistantships. But students should arrive at Tech at least 1 week before the start of the first semester and actively visit professors in the program if they want to improve their chances of finding appropriate work. Current students should also be assertive in reminding the DGS and other professors in the program of their talents and interest in an assistantship. In the past most students who have actively sought assistantships have been able to find them although this is more common in the second year than in the first year.

For information on fellowships and loans, visit: <http://www.finaid.gatech.edu/graduate/>.

Special Instructions for International Students

Before international students may be granted an I-20 visa, they are required to provide evidence of independent financial support to cover the cost of attendance for the first year at Georgia Tech. *Cost of attendance* includes tuition, room/board, and books. The amount that must be verified is set by the Graduate College at Georgia Tech, and varies slightly on an annual basis to reflect changes in tuition, room/board, and fees. *For 2008-2009, the figure is approximately \$29,926* (calculated from <http://www.finaid.gatech.edu/costs/>). Upon receipt of the application and application fee, the DM program assistant notifies international students of the amount of the financial resources they must document in order to receive the I-20 visa. Students are required to provide a bank statement that documents that the funds are registered in the student's name, or in the name of a parent or guardian. *No visa can be granted without the official documentation of required funds*. More information can be found on the Office of International Education website: <http://www.oie.gatech.edu/iss/>.

Facilities

Digital Media Learning and Research Labs

The DM Program has dedicated learning and research labs on the ground floor and third floor of the Skiles Classroom Building. The DM computer labs offer an extensive range of equipment for importing, editing, storing, and displaying graphics, video, and audio. Although each DM student is allocated personal storage space on the common LCC server, DM students are encouraged to use external media, such as USB thumb drives and firewire/USB hard drives, to store their files.

DM provides a limited number of video cameras for use in class, but students interested in doing extensive original video work are encouraged to purchase their own cameras.

Digital Media Masters Program Suite

The Masters program has a dedicated suite on the third floor of Skiles Classroom Building including a lab of roughly 18 shared workstations, both Mac and PC with a complete suite of digital media software; a student lounge with lockers, mailboxes, and microwave, and an adjacent seminar room.

The James and Mary Wesley Center for New Media Education and Research

The James and Mary Wesley Center for New Media Education and Research promotes the practical, theoretical and historical investigation of the application and development of new media technologies in the areas of education, design, digital art and culture. The Wesley Center for New Media is interested in film, television, performance art and literary forms, all of which are now in a cultural dialogue with new digital media. The Wesley Center is affiliated with laboratories and research groups, including the Experimental Game Lab, the Emerging Game Group, the eTV Lab, Imagination, Computation, and Expression Lab, Adaptive Digital Media Lab, and the Digital World and Image Group.

The Graphics, Visualization, and Usability Center (GVU)

LCC participates in Georgia Tech's Center for Graphics, Visualization, and Usability (GVU). The GVU offers DM students access to high-end graphics and computational environments. GVU research interests include projects in three-dimensional computer graphics, data and program visualization, user interface software, medical informatics, augmented reality, virtual reality, ubiquitous computing, digital video effects, animation, and human-computer interaction. All DM students are invited to join the GVU and to attend the weekly "Brown Bag" Thursday lunches, in which GVU members report on their research. Brown Bag Lunch can be taken as a one-credit course. (Past GVU Brown Bag events can be seen online at

<http://wwwstatic.cc.gatech.edu/gvu/streaming/archives.html>).

The Georgia Tech Library

The Georgia Tech Online Library (GTEL) provides access to the holdings in Georgia Tech's library, other library catalogs, and selected commercial databases. Students can access GTEL from one of the dedicated terminals in the library or from a remote location. The library catalog can also be accessed through the library's website at <http://www.library.gatech.edu>. The DM program has a library liaison who is available to assist students with program-related research.

Program Requirements

MS in Digital Media

Curriculum and Course of Study

To graduate with the Master of Science in Digital Media, students must take a minimum of 36 credit hours while meeting the following requirements:

Required Coursework

5 required courses, totaling 15 hours:

Fall semester of first year

LCC 6310 The Computer as an Expressive Medium (3 credits)

LCC 6311 Visual Culture and Design (3 credits)

Spring semester of first year

LCC 6312 Design, Technology, and Representation (3 credits)

LCC 6313 Principles of Interactive Design (3 credits)

Fall and/or Spring, starting in referably the first year

LCC 6650 Project Studio (3 credits; may be taken multiple times)

Students are strongly encouraged to repeat the same project studio for all four semesters of the program and to do their Masters project/thesis in a related area.

5 additional courses, totaling 15 hours

Students may choose from elective courses in DM or related disciplines, such as Architecture, Industrial Design, Cognitive Science, Computing, Management, or Policy Studies. If a student chooses to take more than three elective courses outside DM, the student must obtain approval from the DM Director of Graduate Studies.

6 hours of master's project or master's thesis

All students will take 6 credits of either project (LCC 6800) or thesis (LCC 7000) work.

Summer Internship

8-10 week full-time non-credit internship between the first and second year.

Course Load Requirements

Although the Institute sets the minimum course load for part-time students at 3 hours per term, **the DM program does not enroll part-time students.** Students with GRAs, fellowships, tuition waivers, or student visas, and students assigned to the Institute by the armed forces for the purpose of pursuing a degree, are required to be enrolled for a minimum of **12 credit hours** of letter grade or Pass/Fail credit per term. Graduate

Research Assistants (GRAs) typically enroll in LCC 8998 for 3 hours of audit credit as a means to remain full-time. **LCC 8998 does not count toward the 36 credits required for the degree.**

Waivers of Core Courses

Students may have had courses they feel are quite similar to the core courses. A waiver from a required LCC course may be granted when the student can provide evidence of comparable course content (syllabi) and performance (transcripts) that satisfies the Director of Graduate Studies. Students may also request substitution of another Georgia Tech graduate course in the case of specialty interests, such as a 3D course in substitution for LCC 6311 or LCC 6312. **The waiver of core courses does not change the requirement of 36 credits of DM graduate work. Credits taken elsewhere do not count toward the DM degree.**

Policy on Transfer Credits

Work taken at other institutions is not accepted for transfer credit toward the DM Degree.

Internship Requirement

All students are required to complete a paid internship of full time work for 8-10 weeks during the summer between Year One and Year Two of the DM program. The Director of Graduate Studies maintains a list of internship sites where students have been placed in previous years. When new internships become available, information is posted to the DM student email list. In addition, DM students are eligible to participate in Georgia Tech's Graduate Co-Op Program, which offers assistance in identifying possible internship sites. DM students have had internships at companies like DirectTV, Google, Yahoo, IBM, CNN, BellSouth, Electronic Arts, Motorola, and Microsoft, as well as many cultural institutions. *The ultimate responsibility for finding and securing an internship rests with the individual student.*

Internships require pre-approval and certification of completion forms, both of which must be signed by the external supervisor and by the LCC Director of Graduate Studies (see Appendix). To be approved, internships must involve design activities and be performed under the supervision of a designated mentor. Second year MS students report on their internships in five minute slide presentations at a special meeting held during the first week of the fall semester. First year students are invited to attend this meeting in order to learn how to pursue internships.

Academic Performance and Academic Standing

Course Grades and Incompletes

The DM Masters Program will not accept for credit toward the degree any course in which a student receives a grade less than a letter grade of “B.” Students receiving a “C” or below in Core Courses (LCC 6310, LCC 6311, LCC 6312, LCC 6313, LCC 6650) must repeat the course or take an acceptable substitute with the guidance of their advisor and approval by the DGS. **Students receiving more than one grade of C or below may be asked to withdraw from the program.**

Credit for Georgia Tech Courses Outside the DM Program

In general, students are encouraged to take courses in closely related and overlapping subjects in the College of Computing, the Industrial Design Program of the College of Architecture, and Digital Music. It is best to check with your advisor or the DGS before taking a course outside LCC to be sure that it will be accepted for degree credit. Taking courses that are not considered to be closely related to DM studies may have a negative impact on a student’s academic standing and result in loss of GRA support.

Undergraduate Courses Taken with Modification for Graduate Credit

In general, students interested in taking upper level undergraduate courses in highly relevant subjects not offered within the graduate curriculum should see the instructor and the DGS to arrange to take a concurrent (jointly meeting) graduate level version of the course with different assignments and a graduate course number. When enrolling for a jointly meeting course that is listed in the catalog under both UG and G numbers, students should be sure to sign up for the Graduate version. Graduate courses have numbers of 6000 or above.

Students who have taken jointly meeting graduate/undergraduate courses while undergraduates at Georgia Tech must get permission of the DGS before enrolling for same course at the graduate level. In cases where the course varies widely in content from year to year or from instructor to instructor (such as courses in Experimental Media and Digital Art) it may be appropriate to repeat a course for credit.

Undergraduate Courses and Basic Skills Courses Not Credited toward the Degree

Students lacking in preparation may be required to take an undergraduate course for undergraduate credit, or a not-for-credit English as a Second Language course or other basic skills course in addition to their graduate course requirement. Such remedial courses will not count toward the degree and may or may not count toward full time status (check with DGS and registrar to be sure).

Policy on Academic Performance and Incompletes

Students must maintain a minimum overall GPA of 3.0. Students who fall below that minimum GPA for two consecutive semesters are no longer in Good Standing and will be subject to dismissal from the program.

Under Georgia Tech rules, the faculty of the School of LCC may assign a grade of “Incomplete” (I) only when a student has been unable to complete the requirements of a course by reason of illness, extensive travel, commitments to employers, and other unexpected and unavoidable situations over which the student had no control. Grades of Incomplete can only be assigned to courses designated as letter grade. Pass/Fail courses must be completed by the end of the semester, or a failed grade will be issued. The student may work out an arrangement with the professor involved to complete the work in the following semester and have the grade changed. If the student has an incomplete lasting more than one semester, the Registrar will automatically convert that incomplete into a grade of “F” (without sending a warning). The student must successfully complete at least 75% of the credits the student registers for, or the Registrar will automatically place the student on academic probation, and the student will not be eligible for financial aid.

Students who do not complete Incompletes and receive a letter grade of F will have that grade counted toward their GPA, and will therefore be at risk for dismissal from the program.

Expectations of Paid Graduate Assistants

Research and teaching assistantships are contracts for a specific numbers of hours of work under the supervision of a faculty member. Students are expected to meet weekly with the supervising faculty and to fulfill all assigned tasks in a timely manner. Most MS assistantships are for 1/3 time or 13 hours a week for the duration of the semester (including finals week). Students may be asked by supervising faculty to account for the time with timesheets. It is acceptable to work extra hours one week and fewer hours the next, but the total should conform to 13 hours per week.

The scope of duties will be determined by the research supervisor or the DGS. Students should never be asked to perform personal services of any kind for a faculty member or to apply assistantship hours for any purpose other than their explicit research or teaching responsibilities, and any associated writing, technical support, or demonstration requirements.

Students who find they do not have the skills or are otherwise unable to perform their assigned tasks must make the situation known to their supervisor immediately. Students who receive assistantships but do not perform assigned tasks in a conscientious and timely manner may be asked to repay the funds and will not receive further funding.

Students who are confused or otherwise unhappy with the requirements of their assistantship should feel free to talk to the DGS or LCC Chair if they are unable to reach an understanding with their supervisor.

Readmission Policy

Any student in Good Standing who is not enrolled for a single term will be allowed to re-enroll without applying for readmission to the Institute. There is no distinction between the terms of the regular academic year and the summer term.

Students who are not enrolled (and not on “coop at work” status) for TWO or more semesters, excluding the summer term, must apply for readmission.

A student who is on Academic Warning or Probation who is not enrolled for a single term will have an automatic hold placed on his/her registration which must be cleared by the student’s major school.

Any student, except a part-time graduate student, who withdraws and wishes to return the following term, must complete a readmission application and a Faculty Petition. Part-time graduate students are required to complete only a readmission application. The deadline for these documents is set by the Registrar’s Office.

The **Application for Readmission form** is available in the Registrar’s Office and must be submitted along with the required documentation by specific deadlines.

Academic Standing in the Digital Media Program

Note that the DM Program’s standards are in addition to the standards for Good Academic Standing at the Institute.

To be in Good Academic Standing within the Digital Media MS Program students must

- Take at least 3 academic (non-audit, graduate level, approved) courses per semester
- Complete the internship requirement by the beginning of the Fall semester of the 2nd year
- Complete the work of paid research assistantships to the satisfaction of the supervisor
- Complete all course work with a grade of B or higher
- Complete all core courses by the end of the first year of study
- Complete a successful Project or Thesis Proposal by the end of the Fall Semester of the 2nd year of graduate study
- Not be in violation of the Honor Code or program standards of Professional Conduct
- Demonstrate acceptable written and oral skills in English
- Make clear and timely Progress to the Degree according to the guidelines on the Progress to the Degree Form (see Appendix)

Students who are not in Good Academic Standing within the DM Program will not be eligible for Assistantships and may be given a warning, put on probation, or dismissed from the program based on the decision of the DGS in consultation with the Graduate Faculty. Students placed on probation will be given one semester in which to remedy deficits in performance. Students may be dismissed without prior warning or probation. Students may appeal decisions to the DGS and the School Chair.

Honor Code and Professional Conduct

The Honor Code at Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards and to uphold the Institute Honor Code (<http://www.catalog.gatech.edu/rules/18b.php>) as a condition of participation in the Georgia Tech DM Program. Students who are found to be in violation of the Honor Code may be given a warning, placed on probation, or dismissed from the program. Examples of violation of the Honor Code include (but are not limited to) violations of copyright using Institute machines (e.g. illegal downloads), presenting the work of others as one's own, falsifying credits or recommendations, falsifying CV information or skill qualifications.

In addition, students who behave in ways that are inconsistent with professional responsibility or that impede the work of others will not be considered in good standing in the program and will be subject to warning, probation, or dismissal. Examples of unprofessional behavior include (but are not limited to) failure to perform assigned work for assistantships, failure to keep research or advising appointments, carelessness or mishandling of program equipment, violation of security procedures that puts equipment or people at risk, disruptive behavior that impedes the work of others.

Students who witness violations of the Honor Code or of professional conduct are asked to report them to the faculty and the Director of Graduate Studies.

Graduation Procedures

During the semester preceding the semester of anticipated graduation, the student must submit to the Registrar's Office a **Petition to Graduate form** signed by the Director of Graduate Studies and the Chair of LCC. These forms are due in October for May graduation and it is the student's responsibility to complete them in time to meet the deadline, which changes from year to year. Deadlines are posted at <http://registrar.gatech.edu> in the Registrar's Calendar.

In order to participate in commencement, the approved thesis (for those who select the Thesis option) and all associated forms must be submitted by the date and time specified by the Registrar and published online in OSCAR: <https://oscar.gatech.edu>. Electronic submission of theses and dissertations became available in Fall Semester 2003. All degree candidates are encouraged to submit their final work electronically. Although the dissertation or thesis itself can be submitted electronically, most supporting documents must still be submitted in paper form. See the checklist of DOCUMENTS TO BE TURNED IN AT THE SAME TIME AS ELECTRONIC THESIS/DISSERTATION at <http://www.grad.gatech.edu/thesis/forms.html>. Evaluation of the Final Project (for those who select the Project option) must be completed during the defense period designated by the Director of Graduate Studies, which is usually at least 2 weeks before the last day of classes.

The Graduate Office mails graduation ceremony information to students at their Georgia Tech mailboxes. This includes information about cap and gown rental, ceremony times, invitations, and receptions.

The Institute requires that students be enrolled during the term of graduation. Students can request a waiver of this requirement by completing an **Enrollment Requirement Waiver Form**. The form is available from the Graduate Office or online at http://www.grad.gatech.edu/thesis/Forms/Enrollment_Waiver_form.pdf. Waivers will be granted only to students who have completed all requirements for the degree – except for completion of the Master’s project or thesis.

Alumni Involvement

Graduating students should provide lasting email contact information so they may be put on the idt-alumni mailing list. Alumni are always welcome guests of the program and are strongly encouraged to come back for visits and to keep us posted on their activities. The idt-alumni mailing list established for the exchange of job postings and other professional announcements. Alumni resources are available on the intranet pages of the DM website: <http://dm.gatech.edu/intranet/> which provides a means of updating employer information and posting website links. There is also an active informal Facebook group for DM alumni. Alumni are encouraged to post job listings to the alumni list, and to forward job and internship listings to the DGS or program assistant to post for current students. Alumni are encouraged to keep the program up to date on their career accomplishments and affiliations. Alumni are particularly welcome at Demo Day which takes place usually during finals week every semester.

Students are given a persistent webpage repository for their project/thesis work on the DM server.

Graduated or unenrolled students do not have access to program resources (such as computer facilities) by virtue of previous or anticipated student status. Students who are interrupting or terminating their enrollment at Georgia Tech are required to return all keys to the appropriate administrator, and should make their own copies of all server-based computer files, since their accounts may be deleted.

DM Course Listings

6310: The Computer as an Expressive Medium

Required course for all DM majors. Explores the development of the representational power of the computer and the interplay between digital technology and culture. Topics include computer code, structured documents, databases, hypertext, graphical user interface, simulations, online communities, gaming, artificial life, artificial intelligence, virtual reality. Offered in Fall semester.

LCC 6311: Visual Culture and Design

Required course for all DM majors. Explores visual media through a mutually instructive and integrated interplay between critical analyses and the creation of digital artifacts. Offered in Fall Semester.

LCC 6312: Design, Technology, and Representation

Required course for all DM majors. Explores historical, cultural, and theoretical issues raised by technologies of representation through critical analyses and the creation of digital artifacts. Offered in Spring Semester.

LCC 6313: Principles of Interactive Design

Required course for all DM majors. Design principles for exploiting the affordances of the digital medium, including large information spaces and procedural environments. Topics include: shaping participation, scripting behaviors, segmentation and navigation of encyclopedic environments, assessing legacy conventions, and defining new genres. Offered in Spring Semester.

LCC 6314: Design of Networked Media

Issues in hypertextual and multimedia design in networked environments, including the World Wide Web, interactive television, and wireless applications.

LCC 6315: Project Production

Focuses on defining user and client needs, analysis of competing products, budgeting, scheduling and management of the production process, and the design of the testing process.

LCC 6316: Historical Approaches to Digital Media

Explores the place of digital media in the context of earlier media, including various forms of writing as well as the visual media.

LCC 6317: Interactive Fiction

Students create interactive fictions in a variety of formats, including intersecting story worlds, interactive characters, simulations, and replay worlds. Models include films, print stories, hypertexts, online virtual worlds, and electronic games.

LCC 6318: Experimental Media

Familiarizes students with several areas of emerging technologies by critically examining texts and artifacts within the context of their technical, historical, and cultural antecedents, with a focus on how technologies and culture mutually influence one another. Our underlying mission is to question the assumptions under which one works when designing, and to understand how emerging technologies and critical practices may offer us a way to reshape and rethink the world.

LCC 6319: Intellectual Property Policy and Law

Students examine constitutionally informed policy and pragmatic legal issues in intellectual property law, focusing on the effects of power structures and information digitization.

LCC 6213: Educational Applications of New Media

Investigates the educational theory and pedagogical uses of new media applications.

LCC 6215: Issues in Media Studies

Topics may include new media formations, technology and performance, the history of television, audience studies.

LCC 6320: Globalization and New Media

Historical and theoretical overview of the connections between modes of global integration and modes of representing information, and the application of these insights to globally-conceived information design projects.

LCC 6321 Architecture of Responsive Spaces

Students explore the architecture of hybrid computational and physical spaces, how we can build habitation configured of physical matter and responsive computational media.

LCC 6650 Project Studio (Multiple Sections)

At least one semester required of all DM students. Project Studio carries 3 credits and involves 9 hours of lab work per week and 1 hour of group seminar. Students work in small research groups headed by a DM faculty member. Each group is focused on an ongoing, long-term project which students join at different stages of development. Each project is aimed at a specific user group and presentation environment and incorporates complex content, often of an educational or creative nature. Each project individually, and the set of studio projects as a whole, aims at extending the representational power of the medium. As part of this effort, the studio groups participate in regular design reviews. (See Project Studio list below)

LCC 8803 Special Topics in Digital Media

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8813 Advanced Issues in Interactive Narrative

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8823 Special Topics in Game Design and Analysis

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8831 Special Topics in Technologies of Representation

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8831 Special Topics in Technologies of Representation

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 6800 Master's Project: Digital Media

Students enroll for 6 credits in their final semester unless they take LCC 7000 instead.

LCC 7000 Master's Project: Digital Media

Students enroll for 6 credits in their final semester unless they take LCC 6800 instead.

LCC 8997 Graduate Teaching Assistantship (3 hours of audit credit: counts toward full-time semester enrollment but not toward the degree)

LCC 8998 Graduate Research Assistantship (3 hours of audit credit: counts toward full-time semester enrollment but not toward the degree)

Project Studio

LCC 6650 Project Studio carries 3 credits and involves 9 hours of lab work per week and 1 hour of group seminar. Students work in small research groups headed by a DM faculty member. Each group is focused on an ongoing, long-term project which students join at different stages of development. Each project is aimed at a specific user group and presentation environment and incorporates complex content, often of an educational or creative nature. Each project individually, and the set of studio projects as a whole, aims at extending the representational power of the medium. As part of this effort, the studio groups participate in regular design reviews.

Students can join a Project Studio group at varying levels of expertise and will usually learn specific technical skills as well as overall design and project management techniques from participating in the group. Individual learning goals are established to ensure that students extend their knowledge in the Project Studio, rather than merely working out of existing skills. Each student's individual work should provide a substantial practicum in digital project development, and the work of the group as a whole is expected to result in regular presentations and prototypes delivered to sponsors, end-users, or professional society audiences.

Project Studio work is graded with letter grades.

Group selection takes place during the first week of classes.

Students can enroll in more than one Project Studio simultaneously. Project Studio is a repeatable course.

Project Studios 2008-2009

Ian Bogost LCC 6650I Journalism and Videogames

This project studio conducts research on the intersection of games and journalism. Despite the changes introduced by the web, journalism remains mostly the same online. News sites still publish written stories similar to those inked onto newsprint. They upload video segments like those broadcast for television. They stream monologues and interviews like those sent over the radio airwaves. The tools that make the creation and dissemination of news possible have become simpler and more accessible, but the process remains similar: stories still have to be written and edited, films shot and cut, radio recorded and uplinked.

The purpose of this project studio is to survey, document, and analyze all the historical, contemporary, and potential ways that videogames (and game-like media) have or can contribute to journalistic practice. We will strive to understand both "journalism" and "games" in the widest way possible, including news, editorial, journalism education, even media disciplines like entertainment and fashion. Likewise, we will consider traditional videogames, emerging genres, trends, interface techniques, and interaction models.

Participants are welcomed who are interested in either games or journalism or both, or any related domain.

Jay Bolter LCC 6650J1 Augmented Reality Experience Design

This Project Studio explores various technologies to design experiences for informal education, art, and entertainment, including mobile and pervasive games. I am a member of Augmented Environments lab and collaborate with Prof. Blair MacIntyre. We are especially interested in bringing AR to a larger audience using mobile technology (increasingly smart cellphones). Ongoing projects include:

1. A major initiative in the development of handheld AR games;
2. The development of location-based tours and artistic projects, including a narrative experience in the Oakland Cemetery in Atlanta;
3. A Digital Performance Initiative that combines AR and the MMO Second Life. This Digital Performance Initiative is a collaboration with Prof. Blair MacIntyre, Prof. Michael Nitsche, and Dr. Kathryn Farley. Students will have the opportunity to explore the expressive possibilities of a unique technology, designed in the AEL, that combines video of live actors with Second Life avatars for impromptu and staged performances.

Carl DiSalvo LCC 6650D The City as Learning Lab

The City as Learning Lab project researches how emerging technologies (specifically sensing, robotics, and location-based services) might be used in urban neighborhoods in

the contexts of advocacy, activism, and education. In Fall 2008 project studio, we will begin the research and design process for a community/interventionist design project in Atlanta that will take place in the Spring/Summer of 2009. Fall 2008 activities will include: background research on local advocacy groups and issues, research on similar design projects in other locales, and research on methods for community engagement/interventionist practices. In addition, we will develop a participatory design project involving emerging technologies to introduce potential community partners to the possibilities inherent in these technologies. Finally, we will design and develop a web-based infrastructure to support the project.

Fox Harrell LCC6650F

Imagination, Computation, and Expression Lab/Studio

This research lab and project studio explores the intersection of imaginative cognition and computational expression through a combination of theory and practice. Our view of imaginative cognition is grounded in cognitive science approaches emphasizing the embodied, distributed, and situated nature of cognition, focusing on topics such as metaphor, analogy, conceptual blending, and narrative imagining. Our view of computational expression focuses on technical representational strategies for interactive and generative artistic forms, with an eye toward richly evocative content, narrative, and social empowerment. Currently, we focus on theories of cognitive categorization, social classification, identity politics to inform projects in digital media forms such as gaming, interactive and generative narrative, and architectures for identity representation.

Brian Magerko LCC 6650B

Adaptive Digital Media Project Studio

The Adaptive Digital Media Lab explores how to create digital media experiences that tailor themselves to individual users. These adaptations may occur for dramatic purposes (e.g. interactive narrative), educational purposes (e.g. AI & serious games), and / or purely for entertainment (e.g. improvisational characters). This research involves work in design, artificial intelligence, human computer interaction, and cognitive psychology. We have several ongoing projects and are starting new ones in the following areas:

- interactive narrative for MMOs and education
- tool and environment design for interactive narrative systems
- discourse interaction with synthetic characters
- improvisational behavior of humans and synthetic characters

Ali Mazalek LCC 6650A

Synaesthetic Media Lab (Synlab)

Students work on independent or group projects related to tangible interaction and physical sensing technologies for media arts, entertainment, and educational domains. Weekly group meetings are held in the Synlab space in TSRB. <http://synlab.gatech.edu>

Janet Murray LCC 6650J

Narrative/e-TV News Project Studio

See <http://etv.gatech.edu> and <http://snaps.gatech.edu>

A. (primarily for MS students) Experimental TV and News structures
Prototyping of new forms of explanatory interfaces for broadband and convergence media platforms, focusing on reporting news, tracking news stories over time, and -- most importantly -- making sense of complex issues. Possibly in conjunction with a PBS news show and/or a major repository of tv news.

Continuing projects: interactive story interfaces, EPGs and wiiPG's (programming guides for the expanded content of new platforms, including navigation by wii)
Some of these projects would be appropriate for HCI MS usability studies.
Students doing MS projects on related topics or wishing to continue related work begun in other courses are encouraged to apply.

B. (primarily for PhD students) Advanced Narrative Schema
For PhD Students working on Qualls, Dissertations, or research projects in the area of interactive narrative. The weekly meetings will provide a framework for discussing work in progress and for collective consideration of key theories and artifacts. Focus is the representation of narrative elements in computational form, and the coherent presentation and navigation of multisequential and multiform stories.

Michael Nitsche LCC 6650M **Digital World and Image Group/ Players**

In this studio, the Digital World and Image Group investigates the role of the player by combining practical experiments, theory, and analysis. The course will concentrate on three main areas:

- Body and memory (project: Unlocking Body Memories)
- Play and creation (project: Machinima)
- Performance and expression (project: Second Life Augmented Reality)

The goal is to discover the connections and gradually develop a better understanding of the role of the player overall. The project studio will be divided into three sections. Each one will broadly cover one interest area.

The first third will investigate comprehension, mental engagement, and cognitive aspects of play. How do players comprehend game worlds - and can we use their mental engagement and activation to new means? We will look specifically into the role of body memory and 3D animation.

The second part continues the idea of the engaged player but concentrates on creative input. What kinds of interfaces allow the player to express him/herself better in the game world? One focus will be the visualization and camera control in 3D spaces.

The last section builds on this kind of expressive range in games and applies concepts from Performance Theory to look at the role of the player as performer. It will concentrate especially on mixed media performances.

Students are strongly encouraged to join practical projects that each live in one of these sections. That means each student will participate in the overall Project Studio meeting with its reading assignment and discussion as well as the individual weekly project session. Find more information on our work at <http://dwig.lcc.gatech.edu/>

Celia Pearce LCC 6650C

MMOG Design and Implementation

The Emergent Game Group {egg} studies and creates mediated social play in a variety of genres, including MMOGs and Virtual Worlds, Alternate Reality and Big Games, Social Networking, installation, and other sorts of social play applications. For the 2008-2009 school year, we will continue our ongoing development of the Mermaids MMOG with the goal of releasing a playable alpha of the game at the end of the Fall term and presenting a demo at the Game Developers Conference in the Spring Term. We will also be expanding to include some new, smaller projects headed up by student group members including an activist ARG, virtual world ethnography, and documentary/historical MMOG. We are also looking for someone to redesign our web site to be both more innovative, more representative of the group's direction and process, and more easily updatable. For more info on the {egg} and our projects, please visit our web site: <http://egg.lcc.gatech.edu> . If you are interested in working with us on an existing project or would like to propose your own project, please contact celia.pearce@lcc.gatech.edu

DM Masters Projects and Theses

Declaring DM Masters Project/Thesis Topic and Committee

Due April 1 of the first year of study (starting Spring Semester 2009): Email from MS student to the LCC Director of Graduate Studies (DGS), stating the Title and a one-sentence description, indicating whether it is a Thesis or Project, and naming the Committee Chair and Committee Members who are also cc'd on the email.

Students should consult with professors starting no later than January of the first year of study to identify a Chair and an appropriate topic and to decide on whether to present a thesis or a project. Often the Chair will be the leader of a Project Studio for which the students will enroll in the first year and the project or thesis topic will be related to the focus of the Project Studio. The student should consult the Chair about the choice of other Committee Members. The DGS is also available for advice on choosing a Topic, Chair, and Committee.

The Committee Chair (also called the or Thesis or Project Advisor) must be a member of the DM faculty, and so must at least one other member of the Committee. Thesis committees have 4 members, and Project committees have 3 members.

Masters Project / Masters Thesis Proposals

Due: October 1 for Spring Graduation (starting Fall semester 2009)

Length: approximately 10-20 pages

Executive Summary: 1 page; distribute to: dm-fac@lists.gatech.edu

Proposals are prepared at the beginning of the Fall semester, usually as part of a Project Studio or independent study or other supervised 3 credit work with the Committee Chair. Students should consult weekly with the Committee Chair starting with the first week of the Fall semester, and submit a draft proposal to their Chair by September 15. The final Proposal should be submitted in full to all members of the Committee. **An additional hard copy should be submitted on October 1 to the Office of the Director of Graduate Studies for the DM Program accompanied by a Topic Approval Form.** In addition an Executive Summary of 1 page is submitted to the dm-fac email list for discussion by the Graduate Faculty. If the faculty approves the Proposal then the Topic Approval Form will be returned to the student with the appropriate signatures. A copy of the Approval Form is kept in the student's file.

Theses (unlike **Projects**) require an additional Georgia Tech Topic Approval forms to be submitted to the Institute Graduate Office. These forms are available at <http://grad.gatech.edu>.

Students will only be allowed to register for the required 6 credits of LCC 6800 Masters Project or LCC 7000 Masters Thesis in their Spring Semester if their Proposal has been approved the previous semester.

Elements of a DM Masters Project Proposal

- Statement of problem: what is missing from the world that needs to be invented? Who needs this thing and why?
- Proposed solution: why is this the way to make it? Why is this a compelling thing to make?
- Wider context: What are its antecedents? Description of knowledge base and domain of investigation: What else has been done in this area? What is the context of thinking and making things in which your work is situated?
- Specific proposed deliverable
- Specific design problems involved
- Methods and approaches, including user testing
- Timetable with significant milestones going from Fall semester through Project Defense week of Spring semester
- Description of any resources you will need and how you will obtain them
- As necessary: Permissions for copyright works, testing of human subjects, or evidence that a specific user community (e.g., a school system) is likely to adopt the outcome of your work
- References, bibliography, including digital artifacts
- (Throughout or in appendix:) Charts, screenshots, storyboards, etc., as needed

Elements of a DM Masters Thesis Proposal

- Statement of research problem: What do we need to understand better, and why don't we understand it already?
- Proposed solution: What approach are you taking and why is it the right one? Make clear the methodology you are pursuing: Is it an empirical approach? Is it a cultural studies approach? How do we judge its rigor and success?
- Context of the inquiry: Establish the specific theoretical and practical domains in which this research is being conducted – naming the works in the field(s) that are most similar to what you are doing, or most important to your thinking. Make clear the boundaries of your investigation. How will you go about surveying the domain and evaluating the most productive approaches?
- Focus of the inquiry: What in particular are you going to look at in close detail? What are your chapter headings? What are the key works you will analyze? What specific issues will you be addressing within the problem domain you have identified? What are the components of the problem as you understand them? How do the components fit together?
- Description of outcome of research, and work to be done to reach the outcome: empirical study, design documents, artistic creation, technical creation, user testing, reading, viewing, experiencing interactive works, etc.
- Description of any resources you will need and how you will obtain them
- As necessary: Permissions for copyright works, testing of human subjects, or evidence that a specific user community (e.g., a school system) is likely to adopt the outcome of your work
- Timetable for research and writing, and for project creation if there is also an artifact, going from Fall semester through Thesis Defense Week in Spring semester

- References, bibliography, including digital artifacts
- (Throughout or in appendix:) Charts, screenshots, storyboards, etc., as needed

Deliverable for a Masters Thesis (archived in DM and in GT Library)

- The **written document** (about 100 pages) is the thesis, and must cover the literature of the field and contribute to that literature at the level of scholarly completeness
- Can have an artifact associated with it or not
- Must conform to Graduate Office presentation requirements (3 copies) and be submitted by the Institute Deadline: see <http://grad.gatech.edu> for full Institute requirements
- Must be submitted to the DM Archive in electronic form (a web page with illustrations, linking to a pdf or html version of thesis text and ppt slides if any; artifact, if any, on cd-rom, dvd, digital video, or as appropriate)

Deliverable for a Masters Project (archived in DM)

- The digital artifact is usually a complete and functional prototype of a larger, more functional entity
- A Design Document of 25-50 pages that surveys the relevant design traditions, problems, solutions; details the design process; and indicates the criteria by which the artifact can be evaluated
- Must be submitted for the DM Archive in electronic form (a web page with illustrations, linking to a pdf or html version of the design document and ppt slides, if any; artifact on cd-rom, dvd, digital video, as appropriate)

Thesis or Project Defense

Both Thesis and Project require an oral Defense before committee members, who often request revisions at that time. Thesis Defense schedule is significantly earlier than project defenses. The Defense is open to the public. The Defense takes 45 minutes, and consists of a 20-minute formal presentation by the candidate (often with PowerPoint slides), including a demonstration of the artifact, and 20 minutes or so of questioning by the committee members. The candidate and all members of the public are then asked to step out, and the committee confers to determine if the project or thesis is acceptable. The candidate is then called back into the room and given the results of the deliberation. The candidate is often asked to make revisions in the documents or artifact in order to address concerns arising from the defense.

Submitting the Thesis

Rules for formatting and submitting the masters thesis are available at <http://www.grad.gatech.edu> from the Georgia Tech Graduate Office. Note that all theses must be submitted electronically according to a strict set of deadlines, and students must also submit a signed paper copy of the Thesis Certification Form. The schedule for submission is available at <http://www.grad.gatech.edu/thesis/thesisdeadlines.html> .

In addition, students should prepare a DM Web Page Archive of the work.

Submitting the Project

Submission of the final version of the Project must be made before the last day of finals week to the DM Program office. The thesis chair should also have a copy of the final version, as should any members of the committee requesting one. The final version should include all the running code, documentation of the defense demo, and the complete revised design document.

Instead of handing in physical media the student may submit the final version on the web as part of the required DM Web Page Archive.

DM Online Archiving and Conference/Journal submission

- All projects and theses must include a DM Program web page containing screen shots, brief summary, and pdf copy of the project proposal and the final thesis or design document. Where feasible and appropriate the code or a video of the running application should also be included. Slides from the Defense are also appropriately archived here.
- Students are also strongly encouraged (and may be required by individual advisors) to submit their project/thesis work to appropriate conferences and journals.

Demo Day Presentations

All masters students are expected to present their theses and projects at Demo Day during the semester they receive their degree.

Sample Program of Study

Year One – Fall

LCC 6310 The Computer as an Expressive Medium (core)	3
LCC 6311 Visual Culture and Design (core)	3
CS 6750 Intro to Human Computer Interaction	3
LCC 8997 Research Assistantship or	3
LCC 8999 Teaching Assistantship	3
Total Semester Hours	12

Year One – Spring

LCC 6312 Design, Technology, and Representation (core)	3
LCC 6313 Principles of Interactive Design (core)	3
LCC 6650 Project Studio	3
LCC 8997 Research Assistantship or	3
LCC 8999 Teaching Assistantship	3
Total Semester Hours	12

Internship during summer

Year Two – Fall

LCC 6316 Historical Approaches to New Media	3
LCC 6317 Interactive Fiction (elective)	3
LCC 6650 Project Studio (or elective)	3
LCC 8997 Research Assistantship or	3
LCC 8999 Teaching Assistantship	3
Total Semester Hours	12

Year Two – Spring

LCC 6800 Masters Project	6
LCC 6650 Project Studio (or elective)	3
LCC 8997 Research Assistantship or	3
LCC 8999 Teaching Assistantship	3
Total Semester Hours	12

Sample Electives Outside of LCC

CS 6750 Introduction to Human-Computer Interaction
CS 6460 Foundation of Educational Technologies
CS 6470 Online Communities
CS 7450 Information Visualization
CS 8803 Web Usability
ARCH 6426 3D Modeling

Faculty in Digital Media

Philip Auslander

Professor

Ph.D., Cornell University, 1983

Primary interest is in Performance Studies, particularly the relationship between various forms of performance and media. Publications include: *From Acting to Performance: Essays in Modernism and Postmodernism*; *Presence and Resistance: Postmodernism and Cultural Politics in Contemporary American Performance*; and articles on topics ranging from experimental theatre and performance art to stand-up comedy and rock music. Most recent book is *Liveness: Performance in a Mediatized Culture*. Graduate teaching includes a course in media studies, with emphasis on the history and culture of television, recorded sound, and digital media.

Ian Bogost

Associate Professor

Ph.D., UCLA, 2004

Primary interests include videogame criticism, videogame rhetoric, historical and material approaches to computer platforms, and the ways videogames are used outside of entertainment. Current projects include a book on the uses of videogames, a book on games and adaptation, and research on games and journalism.

Jay D. Bolter

Professor, Associate Director of Graduate Studies

Ph.D., University of North Carolina, 1977

Primary interest is the social and cultural impact of computers and the use of computers as new medium for verbal and visual communication. Publications include *Turing's Man: Western Culture in the Computer Age*, *Writing Space: The Computer, Hypertext, and the History of Writing*, several book reviews and numerous articles on reading, writing, and visualization in computer environments. Projects include *Developed Storyspace*, a hypertextual computer program. In collaboration with author and educator Michael Joyce. I am currently conducting research with other professors in the GVU on multimedia systems for collaborative writing and on the use of text and speech in computer-controlled virtual environments. Graduate teaching includes courses in the rhetoric of electronic environments and multimedia design.

Carl DiSalvo

Assistant Professor

Ph.D., Carnegie Mellon University, 2006

My research explores the intersection of design practice, art discourse, technology, and activism, particularly in urban contexts. Recent design projects include the development of public programs, technology platforms, and software that foster critical and

participatory engagement with emerging technologies, including robotics, sensing and imaging, and mapping. Current research projects include a theoretical investigation of construction of publics through design and a survey of the intersections between contemporary art and information technology.

Fox Harrell

Assistant Professor

Ph.D., University of California, San Diego, 2007

Primary interests include computational (interactive and generative) narrative, cognitive semantics, imaginative fiction (story/virtual world construction) for social critique and empowerment, experimental and cross-cultural narrative forms, and social aspects of user-interface design. I am especially interested in the intersections of the above concerns, for example how cognitive science accounts of imagination (such as conceptual bending and metaphor) can inform design of expressive computational artifacts, or how construction of computational semantic models can inform design for social empowerment. Recent publications include "GRIOT's Tales of Haints and Seraphs: A Computational Narrative Generation System" in *Second Person: Role-Playing and Story in Games and Playable Media* (MIT Press, 2007) and "Algebra of Identity" in *Critical Digital Studies: A Reader* (University of Toronto Press, forthcoming).

TyAnna K. Herrington

Associate Professor

Ph.D., Texas Tech University, 1997

My background in law contributes to my interest in intellectual property issues, although my specialization in rhetoric and technical communication drives my ideological inquiry. My books treat issues in law: *Controlling Voices: Intellectual Property, Humanistic Studies, and the Internet* (SIU Press, 2001) examines the digital influence on ideological conflict in intellectual property law, and *A Legal Primer for Technical Communicators, Multimedia Developers, Graphic Designers, and other Creative Communicators* (Longman Publishers, 2003) provides explanations of the legal problems that beginning creative developers are likely to encounter. Although many of my publications treat issues in intellectual property, the first amendment, and the work for hire doctrine, I have also published articles treating ethics and document design. Supported by a Fulbright grant to St. Petersburg, Russia, I developed and continue to expand the Global Classroom Project, a distance learning project in technical communication that electronically links students and faculty in St. Petersburg, Russia with those at Georgia Tech. I teach technical communication and intellectual property courses both virtually and in the networked computer-based classroom. My work in this and other digital projects created for the department emphasizes the importance and necessity of contextually based understanding of communication that requires experiential learning for students who face communication challenges and depend on digital connectivity, often across differing time zones, spaces, cultures, disciplines and bases of motivation.

Kenneth J. Knoespel

Professor

Chair, School of Literature, Communication, and Culture

PhD, University of Chicago, 1973

Primary interests are scientific and technological discourse. Dr. Knoespel has authored a book on the methodology of early scientific commentary and has contributed chapters to books on the strategies of scientific and technological discourse. Associate editor of the interdisciplinary science and literature journal, *Configurations*. He was a visiting professor at Cornell University and a senior fellow at the Edelstein Center for the History of Science and Technology at the Hebrew University, Jerusalem. Dr. Knoespel's current research includes the development of scientific communication within electronic networks and research in distance learning. His graduate teaching includes courses in international communication.

Brian Magerko

Assistant Professor

Ph.D., University of Michigan, 2006

My research explores artificial intelligence approaches to story management, synthetic characters, and logical representations of story for interactive narratives. My current work is focused on several domains: 1) the use of interactive narrative for training and education, 2) intelligent director agents and coordination with synthetic characters, 3) logical story representation and authoring tools, and 4) the study of real-world interactive drama and improvisation techniques. I have also begun preliminary research on analyzing the game mechanics used in designer board games, their relationship to or possible influence on the design of current or hypothetical digital games, and a meta-level discussion about how this analysis could be improved.

Alexandra Mazalek

Assistant Professor

Ph.D., MIT, 2005

Primary research interests include the application of emerging physical sensing and computer-interaction technologies to media arts and entertainment, such as narrative expression and experience. In particular, I am interested tangible interfaces and physical/digital co-design for collaborative and multi-user interaction with media applications and environments. Current research projects include the design of tabletop interaction platforms for interactive narratives and improvisational gameplay. Graduate teaching includes courses on experimental media and expressive computing.

Janet H. Murray

Professor, Director of Graduate Studies, LCC
Ph.D., Harvard University, 1974

My primary research interests are interactive design, interactive narrative, and game design. My latest book, *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, asks whether we can expect this new medium to support a new expressive art form, comparable to the Shakespearean theater or the Victorian novel in its ability to move and enlighten us. I am mostly optimistic about this possibility. I am currently working on a textbook, *Inventing the Medium*, which attempts to unite the myriad traditional disciplines in which interactive designers are now trained into a single, coherent, digitally focused design vocabulary. I am working on several projects that prototype broadband entertainment and information applications, including work with interactive television, story-games, and educational computing.

Michael Nitsche

Assistant Professor
Ph.D., University of Cambridge, UK, 2004

My research (and a lot of my teaching) deals with challenges posed by 3D virtual spaces, issues of games and film, and increasingly, a look at play as performance. This work is often conducted in practical experiments, which are carried out in the Digital World and Image Group (DWIG) {link: <http://dwig.lcc.gatech.edu/>}. Our most recent research interest is in Digital Performance and various questions about Machinima. Our design approach is heavily user-centered and the main question is how to widen the expressive range available to a player/user of digital media. Upcoming publications include a book on Video Game Spaces as well as work on the first academic Reader on Machinima.

Celia Pearce

Assistant Professor
Ph.D., Central St. Martins College of Art and Design, London, 2006

My recent research focus has been on the ways in which game design influence emergent social behavior in multiplayer games, virtual worlds and alternate reality games. Recent papers have looked at phenomena such as “productive play,” in which games and play, far from being inherently unproductive, become a nucleus for creativity and cultural production. I’m also interested in the notion of “spatial media” and the ways in which space, physical or virtual, can be used as a communication and narrative medium. My research group, the Emergent Game Group {egg}, is concerned with both the study and creation of multiplayer games. I also collaborate with Ludica, a women’s game collective I co-founded to address issues of gender and games, am active in the “games for change,” game art and independent game development movements and am chair of the IndieCade independent game Festival.

Eugene Thacker

Associate Professor

Ph.D., Rutgers University, 2001

Research interests include continental philosophy, media and science studies, science fiction and horror. Book publications include *The Exploit: A Theory of Networks*, co-authored with Alexander Galloway (University of Minnesota), *Biomedica* (University of Minnesota), *The Global Genome: Biotechnology, Politics, and Culture* (MIT), and the anthology *Hard Code: Narrating the Network Society* (Alt-X Press). Editorial board for Leonardo/MIT Press and Ctheory. Past collaborations with RSG, Biotech Hobbyist, Fakeshop, and [techn

Program Contact Information

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404-894-1057

DM Masters Lab
Skiles Building, Rm. 346

DM Video Lab
Skiles Building, Rm.

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Appendices

MS Progress to Degree Checklist

Internship Pre-Approval Form

Internship Evaluation Form

Petition to Graduate

Available at

http://www.registrar.gatech.edu/docs/pdf/GRAD_PETITION_FOR_DEGREE.pdf

Masters Project Topic Approval Form

Masters Thesis Topic Form

Available from <http://www.grad.gatech.edu>

Masters Project / Thesis Roadmap

Masters Project Approval Form

Masters Thesis Approval Form

Available from <http://www.grad.gatech.edu>

DM Masters Progress to the Degree (for students entering Fall 08)

Name _____

Required Courses	When	Substitute allowable if competent in	Grade of B or better	√
LCC 6310	Year 1 Fall	Java programming	Grade of B or better	
LCC 6311	Year 1 Fall	Graphic design	Grade of B or better	
LCC 6312	Year 1 Spring	Video/3D	Grade of B or better	
LCC 6313	Year 1 Spring	Information design	Grade of B or better	
LCC 6650 Project Studio	repeatable	NO SUBSTITUTE	Grade of B or better	
Advisor chosen	Year 1 Spring			
Thesis/Project Topic	Year 1 Apr 1		Email to DGS cc-committee members	
Internship pre-approved	Year 1 Spring	Work experience	Pre-Approval Form Submitted	
Internship completed	Year 1 Summer		Post-Internship Evaluation submitted	
Thesis/Project Proposal	Year 2 Oct 1		Approval Graduate Faculty	
5 additional GRADUATE LEVEL elective courses	Can include multiple semesters of LCC 6650		Grade of B or better	

Note: To graduate you must take 30 credits of graduate course work in DM, PLUS 6 credits of M.S. Thesis or M.S. Project for a total of 36 credits taken in the Georgia Tech DM Program.

Note: You may count up to 9 graduate credits taken outside LCC, assuming the course is in a closely related area (e.g. CS Intro to HCI, ARCH Maya 3D). If you have any doubt that a course may count toward your degree, get permission in advance from your advisor or the DGS via email with copy sent to Matthew McIntyre.

Note: In rare circumstances, 3 credits of upper level UG courses (4000 level) may be counted toward the degree, if taken in a subject not otherwise available at the graduate level. However, it is preferable to arrange with the professor to attend the UG course while registering instead for 3 graduate credits of Special Topics, and fulfilling graduate level assignments.

Note: We cannot accept courses taken at other institutions as counting toward the DM degree.

MS Digital Media

School of Literature, Communication, and Culture
Georgia Institute of Technology

Internship Pre-Approval Form

1. Student _____

2. Sponsoring Organization _____

3. Supervisor/Mentor (include Title and contact information: _____)

4. Period of Internship _____ 5. Rate of pay _____

6. Proposed Scope of Work: _____

7. Signature:

Student Date

Supervisor Date

Director of Graduate Studies Date

MS Digital Media

School of Literature, Communication, and Culture
Georgia Institute of Technology

Internship Completion Form

1. Student _____

2. Sponsoring Organization _____

3. Supervisor/Mentor (include Title and contact information:

4. Period of Internship _____ 5. Rate of pay _____

6. Student's Summary of Internship Work Experience:

7. Supervisor's Comments:

8. Signature:

Student

Date

Supervisor

Date

Director of Graduate Studies

Date

Georgia Institute of Technology

Graduate Petition for Degree

**IN ORDER TO CORRECTLY COMPLETE THE PETITION, PLEASE READ THE INSTRUCTIONS
REGISTRAR'S OFFICE CANNOT GUARANTEE ACCEPTANCE OF INCOMPLETE OR LATE PETITIONS**

PETITION DEADLINE

The Petition for Degree is due in the Registrar's Office by the deadline published on the Institute calendar www.registrar.gatech.edu/home/calendar.php. This deadline always falls **BEFORE** the term of graduation.

Note: Individual departments set much earlier deadlines to allow time for departmental advisement and approval of degree petitions prior to the Registrar's deadline.

PETITION INSTRUCTIONS

MASTER'S DEGREE PETITIONERS COMPLETE SECTIONS 1, 2, AND 3
DOCTORAL DEGREE PETITIONERS COMPLETE SECTIONS 1 AND 3 ONLY

SECTION 1 PERSONAL INFORMATION

Notices to degree candidates from the Registrar's Office will be sent to GT e-mail addresses only. If an alternate address is used, the student must contact OIT to have GT account messages forwarded.

PETITION TYPE:

New original petition for degree.

Reactivation student petitioned for degree previously, did not meet the requirements for the degree, and has to petition for the degree again.

DEGREE DESIGNATION FOR MASTER'S DEGREE:

Designated Degree The degree "designates" a specific area of study such as Mechanical Engineering. The designation is part of the actual degree name which is printed on the diploma (Example: Master of Science in Mechanical Engineering).

Undesignated Degree The degree does not designate a specific area of study. The degree name that is printed on the diploma for all undesignated master's degrees is Master of Science, regardless of the student's major.

SECTION 2 MASTER'S CANDIDATES ONLY

Section 2A Enter completed courses that will be counted toward this master's degree.

Section 2B

Enter currently scheduled courses or that will be completed prior to graduation that will be counted toward this master's degree.

SECTION 3 REQUIRED SIGNATURES

Student/Advisor/School Chair signatures are required in order for the petition to be processed.

RESPONSIBILITY OF STUDENT

- MEETING DEADLINES:** The student is responsible for being aware of and meeting all Department and Registrar's Office petition deadlines.
- COMPLETING FORMS PROPERLY:** The student is responsible for submitting the correct forms, filled out completely, with the proper signatures.
- CHECKING DEGREE STATUS/DEFICIENCY FOLLOW-UP:** Degree Certification (Registrar's Office) will audit the student's degree petition prior to the end of registration of the student's final term to ensure that the courses planned will meet the requirements for the degree requested. **The audit results will be posted on the WEB.** The student is responsible for checking his/her degree record on the website (instructions below) prior to the end of registration and for making any appropriate schedule adjustments to correct deficiencies. Seek advisement from your department or Degree Certification, if needed.
- MONITORING DEGREE STATUS/GT E-MAIL:** Subsequent audits will be completed during the student's final term, and the student is responsible for monitoring his/her degree status on the web. The student must check his/her Georgia Tech e-mail account regularly for important notices and information about the degree status, deadlines, and commencement.
- MEETING FINANCIAL/OTHER OBLIGATIONS:** The student is responsible for clearing all financial and other obligations to the Institute before receiving a diploma or transcript (includes exit interviews for loans).

INFORMATION SOURCES FOR THE PETITION PROCESS

DEGREE PETITION PROCESS

To view your degree record:

- go to <https://oscar.gatech.edu/>
- choose Secured Access Login
- choose Student Services and Financial Aid
- choose Student Records
- choose Display Degree Candidate Information

DIPLOMA MAILING INFORMATION

To enter your diploma mailing address:

- go to <https://oscar.gatech.edu/>
- choose Secured Access Login
- choose Personal Information
- choose Update Address & Phone
- choose Diploma Mailing from the pull-down list at the bottom of the page

COMMENCEMENT INFORMATION

For general information about commencement, purchasing your cap/gown/hood, graduation announcements, commencement photographs, etc. go to: www.gatech.edu/commencement or call the Office of Institute Communications and Public Affairs 404.894.7613.

Georgia Institute of Technology

Graduate Petition for Degree

SECTION 1 - PERSONAL INFORMATION

Full Legal Name: _____ GTID Number: _____ Petition Type: New Reactivation
(First / Middle / Last)

Diploma Name: _____ GT Email: _____ Phone: _____
(First / Middle / Last)

Major School: _____ Major: _____ Graduation Term: _____
(Example: CEE, ECE, MGT, BIOL, etc) (Example: CE, ENVE, ECE, MGT, BIOL, etc) (Example: (Fall / Spring / Summer, Yr)

Major School Degree Designation: Master's Designated Master's Undesignated Ph.D.

***** Be sure to enter your diploma mailing address on your OSCAR account *****

SECTION 2 - MASTER'S CANDIDATES ONLY

List below courses REQUIRED by the faculty of your school for the Master's Degree. These courses must meet the minimum institute requirements as shown in SECTION 2C of this form. Place an X before each course to be considered part of your major field (your advisor determines this). In Section 2B Grade mode should be either L/G for letter grade or P/F for pass/fail basis. If the degree requires a thesis, a minimum of 6 thesis hours is required. LIST THESIS HOURS IN SECTION 2C ONLY. For information concerning graduate transfer credit guidelines, please visit <http://www.catalog.gatech.edu/admissions/grad/admissions/transfercredit.php>.

SECTION 2A - COMPLETED PORTION OF PROGRAM					SECTION 2B - CURRENT & PLANNED COURSES						SECTION 2C - TOTAL SEMESTER HOUR REQUIREMENTS									
X if Major Field	Subject	Number	Hours	Grade	X if Major Field	Subject	Number	Hours	Grade	X if Major Field	Subject	Number	Hours	Grade Mode	Grade					
X	ME	6200	3	A						X	ME	6803	3	L/G			THESIS		NON-THESIS	
																	Min	Actual	Min	Actual
																	Course Hrs in Major Field:		12	18
																	Course Hrs 6000-9000 Level:		12	21
																	Total Course Hours:		18	30
																	Thesis hrs 6000-9000 Level:		6	N/A
																	CREDIT HRS FOR DEGREE		30	30

SECTION 3 - SIGNATURES (MASTER'S CANDIDATES AND DOCTORAL CANDIDATES COMPLETE SECTION BELOW)

Student: _____ Advisor: _____ School Chair: _____
Signature Date Print Name Signature Date Signature Date

*** REGISTRAR'S OFFICE ONLY ***

Full Grad Std: _____ TERM GPA Gen _____
 Adm To Cand: _____
 Comp Exam Date: _____
 Pass / Fail Hrs: _____ 6 Year Rule 7 Year Rule

Certified by DC Office: _____ Date: _____

Masters Project Topic Approval Form

Student _____

TOPIC _____

Committee	Names	Signatures
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	Director:	_____
--	-----------	-------

	Reader:	_____
--	---------	-------

	Reader:	_____
--	---------	-------

Director of Graduate Studies _____

Anticipated Semester of Graduation _____

ATTACHED PROJECT PROPOSAL

REQUEST FOR APPROVAL OF MASTER'S THESIS TOPIC
GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF GRADUATE STUDIES AND RESEARCH

NEW _____

REVISED _____ (if revised, check all that apply: _____ Title _____ Committee _____ Description)

If revised, type the revised information and the new committee member, if applicable, in the appropriate place below. The student, advisor, and school chair (or Graduate Coordinator) should sign the form

Name _____
First
Middle
Last
ID

requests approval to prepare and present a thesis in partial fulfillment of the requirements for the

Master's degree in _____

Thesis Title: _____

Brief Description: **(DO NOT EXCEED SPACE PROVIDED BELOW)**

Approved by:

 Signature of Student Campus Box #

 School Chair School Committee Member Print last name & dept.

 Thesis Advisor Print last name & dept. Committee Member Print last name & dept.

 Committee Member Print last name & dept. Committee Member Print last name & dept.

 (Dean, Graduate Studies)

How to Prepare Your MS Proposal

DM Masters students

Which One: Project or Thesis?	
Ask yourself: Am I more of a builder/creator or more of a thinker/writer?	
Thesis	A ~100 page document that covers literature/practice of the field, has an argument, can have an artifact
Project	A functional prototype with a design document of 25-50 pages that places the artifact in a tradition of practice

Seven Steps to Happy Proposal Preparation	
1. Select Your Research Area 1st Year - Spring / Summer 	
<ul style="list-style-type: none"> - Think about a general idea or area of interest - You can take inspiration from classes, readings, research you've been doing, etc. - Some relevant areas in our program: games, interactive narratives, augmented reality, mobile technologies, 3D virtual spaces, tangible interfaces, emerging technologies, media arts and more! 	
2. Select Your Primary Advisor 1st Year - Spring / Summer 	
<ul style="list-style-type: none"> - Find a primary faculty advisor that fits with this area and who is willing to chair your committee - Do this early! - It is generally a good idea to approach faculty members with some sense of what you want to do, regardless of how vague it may still be - Your advisor should be able to help you focus your topic (see next step) 	
3. Focus Your Topic 1st Year - Summer 	
<ul style="list-style-type: none"> - Do the necessary background research as you develop and focus your idea - Ask yourself questions: What is the problem space? What is the prior art? How can it be improved? - Remember that your project will change as you start to develop it, but still try to get a clear idea of what you want to create/study as early in the process as possible 	
4. Select Your Committee 1st Year – End of Summer 	
<ul style="list-style-type: none"> - Your primary advisor should be able to help you with this - Have a title/abstract ready to show to prospective committee members - Select committee members that are a good fit for your topic area since they will be best equipped to help as you develop your work (e.g. pointing you to relevant work, reviewing your progress, etc.) 	
5. Submit Your Abstract 2nd Year – Early Fall 	
<ul style="list-style-type: none"> - By now you should have assembled your committee and your title/abstract should be ready! - Submit this information by the deadline on September 1 	
6. Start Writing 2nd Year – Early Fall 	
<ul style="list-style-type: none"> - Begin writing early! - Writing takes time so give yourself plenty 	
7. Start Your Work 2nd Year – Early to Mid Fall 	
<ul style="list-style-type: none"> - Begin working on your thesis or project early! - You can already start your research as you write your proposal. In fact, it's not a bad idea to do some preliminary tests to gauge the feasibility of your proposed work before you submit your proposal 	

Deadlines & Submission Process	
September 1, 2009	- Your title, committee members and a short abstract (~150 words) should be submitted in email to janet.murray@lcc.gatech.edu and your committee
November 2, 2009	- Your final proposal approved by all committee members should be submitted in PDF format via email to janet.murray@lcc.gatech.edu and your committee . - A one page executive summary of your proposal should be submitted via email to dm-fac@lists.gatech.edu

How to Structure Your Proposal
Note: These are not hard sections, but are intended to provide a general idea of the elements that need to go into your proposal, i.e. this is what the departmental review committee will look for!
Title, date, name, committee, abstract, table of contents
- Make it look professional!
Introduction
- General context or background for the work - What motivates you? - What is the problem space you're addressing?
Related Work
- What is the prior art in the area(s) you're working? - You can break this down into sub-categories
Research Approach
- Provide a hypothesis or clear statement of what you plan to create - What are the methods you will use to achieve your goals? - If you don't yet know what will work best and plan to test several options, explain this to your readers
Evaluation
- How will you know you've succeeded? - The way you evaluate your work will depend on what you create, but you need to have some idea up front of how you will know that you're done and how you will know that you've either succeeded or failed (failure is okay! It's much better than no outcome at all...) - Not all projects need a user study!
Deliverables
- What do you plan to submit? - E.g. Project report, source code, executable files, physical construction, video documentation, etc.
Timeline
- Plan your development process and set milestones for yourself along the way - This is important!
Resources
- What will you need to get your work done? - E.g. Software, hardware, materials, etc.
References
Don't forget figures!
- Provide clear diagrams and images throughout the document to illustrate your point

MS Digital Media

School of Literature, Communication, and Culture
Georgia Institute of Technology

CERTIFICATE OF PROJECT APPROVAL

Date: _____

Name: _____

Project Title: _____

We, the below signed, hereby state our full approval of the project submitted by the above student in partial fulfillment of the requirements for the M.S. degree in Digital Media in the School of Literature, Communication, and Culture.

APPROVED:

Project Director

Reader

Reader

The above named student completed the final oral defense of this project on

Date

Director of Graduate Studies

8/01 (dj)

