



Universiteit van Amsterdam
Graduate School of Communication

Entertainment Communication Master Track Specialization Seminar

Developing Media Entertainment

- Seminar handbook -

Semester 1, Block 1-2, 2016

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Course Period	2016 Semester 1, block 1 and 2
Course Meetings	Tuesdays (a-session), 11:00 – 13:00, REC B2.03 Thursdays (b-session), 13:00 – 15:00, REC B3.01
Blackboard Page	http://blackboard.ic.uva.nl/
Turnitin Account	Course # 13218302 (PSWD: good2know)

Important Dates

First meeting	6 September 2016 (11:00)
Symposium	MONDAY - 19 December 2016 (15:00)

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Please read this handbook in its entirety. There are many deadlines and it is important that you are aware of these deadlines so that you can prepare accordingly.

To access links in document, hold CTRL while clicking link. To go back, hold ALT + Left Arrow.

1. About the Course

Course Focus

Entertainment media today are a multi-billion dollar business. Commercial companies, broadcasters, governments, and the general public: they are all interested in how and why entertainment media are used, albeit for different reasons. With the growth of new media, users now engage with entertainment media wherever and whenever. Young people are among the earliest adopters of these technologies, which is why organizations feel increasingly compelled to learn about these users, to tailor their products to their users' needs, and to know the newest insights that research can offer about media preferences. In this specialization seminar, you will be prepared to satisfy this rapidly growing need for knowledge and advice. We will address several crucial developments in young people's media use and preferences. In particular, we will discuss how age (and, relatedly, media experience) is among the best determinant of media preferences. We will define distinct age groups that have distinct preferences and needs, and thus require different approaches to reach and satisfy these needs. In doing so, you will gain key insights into how to development entertainment media for different target groups.

During the seminar sessions, we will discuss theory and research on young's people relationship with entertainment media. We will spend time each week working to understand a specific age group in terms of their cognitive, emotional, and social needs – and then will connect these needs to specific media preferences. Through various individual and group assignments, you will have the opportunity to apply your acquired academic knowledge to practical situations and socially-relevant issues.

A crucial part of this seminar is the “Company Meets Student” project. In this project, you will work as a consultant for a social or commercial organization who is interested in reaching a specific audience via media. You will conduct research for this client to help them learn about the needs and preferences of their target audience. You will then use this research evidence, combined with the scientific knowledge acquired in class, to provide your client with a clear set of actionable recommendations. You will share your findings in the form of a consultancy report as well as via client presentation. Finally, you will complete the course by writing an academic paper based on the consultancy project research.

Course Organization

The course consists of two parts, a theoretical and a practical part. The first part (1st 8 weeks of semester) focuses on the academic context of developing media entertainment. We

consider the various views on young people as consumers and research objects, and discuss related theory and research. During this first part (Week 1-8), students attend two group sessions per week (a-session and b-session). In the a-session, students are introduced to the theory and literature on the assigned topic. In the b-session, students complete various individual and group assignments to more closely engage with and apply this information. Assessment will take place through two written assignments. The first assignment requires you to apply your knowledge of different target groups to a current media entertainment product (more information [here](#)) while the second assignment requires you to apply your knowledge to the formation of a new media product via a consultancy report (more information [here](#)).

In the second part (Week 9-16), the acquired academic knowledge will be applied directly to practical cases in the [Company Meets Study](#) project. In addition to independent cases that are provided through UvA teaching staff networks, the communication agency *Youngworks* will provide real-life cases from social and commercial organizations in their network. Collaborating in small teams, students address one of the cases and conduct a consultancy research project. During this part, the consultancy teams have coaching sessions with the final project coach. The consultancy project concludes with a symposium during which the teams present the outcomes of the projects to the respective organizations. The team's assessment is based on the progress and result of the total project. Finally, the seminar will be completed with an individual assignment in which students write an [academic report](#) detailing the research they conducted in the consultancy project.

Course Goals

After successful completion of this seminar, you will have gained knowledge and insights in:

- the importance of developing media content that meets the unique needs of the target audience
- how the audience's developmental level predicts media use and preferences
- the role of empirical research in developing media content for young people

In addition, you will be able to:

- conduct empirical research that appropriately builds itself on the existing scientific literature to help explain media preferences
- report empirical research on the development of a media entertainment product via a convincing scientific report
- translate empirical research into applied insights that can be used to in the development of entertainment media via a convincing consultancy report and consultancy presentation

Study Load

A specialization seminar involves 12 ECTS, or 336 hours of study load. This means you will need to devote approximately 20 hours per week to this course. Please take this into account in your planning.

2. Rules and assessment

Attendance, preparation, and professional behavior

Attendance and active participation are required for all meetings and are **preconditions** for obtaining the final grade. Each week, you are expected to read the literature, prepare and submit all assignments on time, participate in the practical exercises, and actively participate in the discussions during the sessions.

Class Attendance: Regular attendance is **obligatory**. Only three sessions may be missed (Note that one week consists of two sessions!). Students are always expected to excuse themselves in advance via email to both course instructors. If more than three sessions are missed – for whatever reason – the student will be expelled from the seminar. When you miss a meeting, you still are expected to submit the written assignments and exercises on or before the deadline.

Class Lateness: You are expected to attend class on-time. Lateness disturbs both the lecturer and your classmates. Being late twice will be considered as one nonattendance.

Please note: After the lecture begins, the classroom door will be closed. If you arrive after this point, you must wait until the lecture break to enter the room.

Assessment

Your final grade will be constructed as follows:

- [individual paper \(Fault in Our Stars\) Part I](#) 20%
- [individual consultancy report Part I](#) 20%
- [group consultancy project \(presentation and report\) Part II](#) 30%
- [individual academic paper Part II](#) 30%

For assignment details, see chapter 5 in this handbook and visit the Blackboard site. To complete the seminar successfully, each assignment must be passed (grade ≥ 5.5).

Resit Policy & Late Assignments: For each written assignment, there is also one chance for reparation (*herkansing*) for which the grade can never be higher than 6.0. Late assignments will not be accepted. You will automatically be required to complete a resit, for which the grade can never be higher than 6.0.

Professional Behavior: Your professional behavior will be considered in your final grade for the course (maximum of (+/-) ¼ point). Professional behavior includes attendance, active classroom engagement, completion of all assignments on-time, and active collaboration in your group consultancy project. Please note that, in order to receive professional behavior points, your instructors are looking for efforts that go beyond normal course behavior. In other words, if you complete the normal course requirements sufficiently, you will receive no credit. However, not completing all tasks in a professional manner will result in a decreased credit (up to -1/4) while behaviors that exceed typical professional behavior norms can result in an increased final grade (up to +1/4). These behaviors cannot be specified in advance.

Language

All lectures and group meetings will be held in English. Written assignments should be completed in English, but can be completed in Dutch with permission of course instructor (with the exception of Company Meets Student report and presentation, which must be in English).

Fraud and plagiarism

The provisions of the regulations governing fraud and plagiarism for UvA students apply in full to students of this seminar. The text of these regulations can be found in the Education and Examination Regulations. The electronic detection software program *Ephorus* will be used for the detection of plagiarism in all written assignments. In submitting a text, the student implicitly consents to the text being entered in the database of the detection program concerned. Fraud and plagiarism will always be reported to the Examination Committee.

Struggling?

In case you are experiencing problems of any kind (e.g., in completing assignments, finding literature, etc.), please do not hesitate to contact the course instructors. Most problems are easy to solve as long as they are addressed at an early stage. For other study-related problems (e.g., problems of a personal nature), please contact the study advisor.

3. Literature

In the seminar, we use a range of theoretical articles, empirical articles, and popular press articles. All articles are required reading, and all can be accessed online. The specific location of the texts is indicated in the literature list. In addition, for paper 1, you are **required** to read the book *The Fault in Our Stars* by John Green. You can either borrow a copy of this book from a local library, or alternatively, purchase this book online at bol.com.

Please note: each weekly lecture includes information relevant to audience development. While not required, it may be helpful if you have access to a developmental text. We recommend the following text:

Bukatko, D. (2007). *Child and adolescent development: A chronological approach*.
Florence, KY: Cengage Learning.

You can find this text at Bol.com – both used and new copies are available. You can also likely find copies of this text at the library. If not this text, other similar texts (e.g., Berk's *Exploring Lifespan Development*) would be similarly useful to you.

4. Course Detail, by Week

DME PART I: Theory and Research about Developing Media Entertainment

The first part focuses on the academic context of Developing Media Entertainment. We consider the various views on young people as consumers, and discuss relevant theory and research. Here you will learn more about the different developmental phases that come into play as we grow into media-consuming adults. You will attend two meetings per week: (a) a theoretical lecture session (Tuesday) and (b) an applied interactive group session (Thursday).

In preparation for the a-session, you are expected to have read the literature and handed in your responses to the reading questions. In the b-sessions, you will actively engage in the theme of the week via practical exercises and discussions. Importantly, each week, students will select a media entertainment product (e.g., television, website, book, app, video game, etc.) that is thought to target the age-range that we are studying that week. Working in teams of 2 (assigned in class), students will evaluate whether or not the product meets the entertainment needs of the target audience. Specifically, students will lead a guided discussion with the class where they highlight the product and discuss what they see as the strengths / limitations to the entertainment possibilities of this product for the target audience. It is particularly important to be clear about what works as well as ways to improve this product.

Week 1

Introduction: Developing Media Entertainment

During this first week, we get acquainted with each other and with the course. We address various views on Developing Media Entertainment, discuss what we mean by the key terms in the title of the seminar, and discuss why this course takes a developmental approach to Developing Media Entertainment. *Note: in this week's b-session, your teams for the weekly media assignments will be formed.*

Academic Literature:

Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9, 5, 1-6. [ONLINE:

GOOGLESCHOLAR.COM]

Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39, 775-786. [ONLINE:

GOOGLESCHOLAR.COM]

Oliver, M.B. & Raney, A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment consumption. *Journal of*

Communication, 61, 984-1004. [ONLINE: GOOGLESCHOLAR.COM]

[To-Do List:](#)

a-session: Before Tuesday meeting:

- explore blackboard; download and read course handbook; purchase book
- begin reading literature and reflect upon reading questions

b-session: Submit reading responses **by Wednesday at 13:00** (via Blackboard, 1-2 A4):

1. Prensky (2001) and Bennett et al. (2008) give different views on young people. Which text appeals to you most and why?
2. Prensky (2001) describes a divide between digital natives and digital immigrants. Do you consider yourself a native or an immigrant and why?
3. Oliver & Raney suggest that entertainment media can meet both hedonic and eudaimonic motives. What is the difference? Do you see this difference in your own consumption of media? Explain.

****Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.**

Week 2

Developing Media Entertainment for Infants and Toddlers

During this week, we address the cognitive, social, and emotional development of infants and toddlers. The theoretical a-session will discuss the development of children in this early phase and how that relates to various aspects of their consumer behavior. We will also discuss the current debate in the field surrounding this time period and children's media use.

*Note: In this week's b-session, rather than an applied session, you will be introduced to the first two paper assignments for the course.

Academic Literature:

Valkenburg, P. M., & Vroone, M. (2004). Developmental changes in infants' and toddlers' attention to television entertainment. *Communication Research*, 31, 288-311. [ONLINE: GOOGLE SCHOLAR]

Courage, M.L., & Howe, M. (2010). To watch or not to watch: Infants and toddlers in a brave new electronic world. *Developmental Review*, 30, 101-115. [ONLINE: GOOGLE SCHOLAR]

Christakis, D. (2014). Interactive media use at younger than the age of 2 years: Time to rethink the American Academy of Pediatrics guideline? *JAMA Pediatrics*, 168, 399-400. doi:10.1001/jamapediatrics.2013.5081. [ONLINE: GOOGLE SCHOLAR]

Popular Press Literature:

Singer, N. (2013, August 7). Children's advocacy group faults learning apps for babies. *The New York Times*. [ONLINE: [HTTP://BITS.BLOGS.NYTIMES.COM/2013/08/07/CHILDRENS-ADVOCACY-GROUP-FAULTS-LEARNING-APPS-FOR-BABIES/?SMID=TW-SHARE&_R=0](http://bits.blogs.nytimes.com/2013/08/07/childrens-advocacy-group-faults-learning-apps-for-babies/?smid=tw-share&_r=0)]

For b-session (Bowden available on Blackboard):

Bowden. H1 (Preparation and Planning)

Bowden. H4 (A Style Guide to Good Report Writing)

Buijzen, M., Van Reijmersdal, E. A., & Owen, L. H. (2010). Introducing the PCMC model: An investigative framework for young people's processing of commercialized media content. *Communication Theory*, 20(4) DOI:10.1111/j.1468-2885.2010.01370.x

Starr, M. A. (2014). Qualitative and mixed-methods research in economics: Surprising growth, promising future. *Journal of Economic Surveys*, 28 (3), 238-246.

To-Do List:

a-session: Submit reading responses on Blackboard **before** Tuesday meeting:

1. At what age do infants start to watch television, and why at this very time?
2. Is the video deficit hypothesis evidence that children under 2 years old cannot learn from television or baby DVDs? Why or why not?
3. Briefly explain the main debate surrounding learning apps for children under 2.

b-session: Prepare **before** Thursday meeting

- Read assignment introductions for [Paper 1](#) (Fault in Our Stars) and [Paper 2](#) (Individual Consultancy Report), noting any questions that you might have.

**Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.

Week 3

Developing Media Entertainment for Preschoolers

During this week, we address the cognitive, social, and emotional development that occurs during early childhood. The theoretical a-session will discuss the development of children in this early phase and how that relates to various aspects of their consumer behavior. In the applied b-session, [students](#) (Team 1) will present entertainment content targeting this audience and, through a student-led class discussion, link this content with theory.

Academic Literature:

- Valkenburg, P. M., & Cantor, J. (2000). Children's likes and dislikes of entertainment programs. In D. Zillmann & P. Vorderer (Eds.), *Media entertainment: The psychology of its appeal* (pp. 135-152). Hillsdale, NJ: Erlbaum. [ONLINE: WWW.CCAM-ASCOR.NL] **only read early childhood section**
- Bond, B.J. & Calvert, S.L. (2014). Parasocial breakup among young children in the United States. *Journal of Children and Media*, 8, 474-490. doi: 10.1080/17482798.2014.953559 [ONLINE: [GOOGLE SCHOLAR](https://scholar.google.com/)]
- Mares, M.L. & Acosta, E.E. (2008). Be kind to three-legged dogs: Children's literal interpretations of TV's moral lessons. *Media Psychology*, 11, 377-399. doi: 10.1080/15213260802204355 [ONLINE: [GOOGLE SCHOLAR](https://scholar.google.com/)]

Popular Press Literature:

- D'Innocenzio, A. (2016, July 27). Breaking down the gender stereotypes in kids clothing. *Chicago Tribune* [ONLINE: [HTTP://WWW.CHICAGOTRIBUNE.COM/LIFESTYLES/STYLE/SC-CONS-0728-LESS-GENDERED-CLOTHING-20160727-STORY.HTML](http://www.chicagotribune.com/lifestyles/style/sc-cons-0728-less-gendered-clothing-20160727-story.html)]

For b-session:

- Patino, A. & Pitta, D.A. (2012). Social media's emerging importance in market research. *Journal of Consumer Marketing*, 29 (3), 233-237.
- Patton, D.U., Hong, J.S., Patel, S. & Kral, M.J. (2015). A systematic qualitative review of research strategies used in qualitative studies on school bullying and victimization. *Trauma, Violence & Abuse*. 1-14.

[To Do List:](#)

a-session: Submit reading responses **before** Tuesday meeting:

1. List two important cognitive differences between toddlers and preschoolers, and argue how these differences influence what content is / is not appealing for this audience.
2. Based on Mares & Acosta's article, what would you suggest for television creators interested in including moral messages in television content for preschoolers?

b-session: Prepare **before** Thursday meeting (upload to BB on Wednesday)

- Go online and search for specific criteria and guidelines for well-designed apps for 5-7 year olds. What are criteria of a well-designed app for this age category?
- Based on the guidelines that you have found, select one app that you think is well-designed and appropriate for 5- to 7-year-olds. List three reasons why you feel that this particular app will successfully entertain children of this age.
- *Note:* **Upload to Blackboard** the identified criteria and name of app by **Wednesday at 13:00.**
- Be prepared to present your case in class.

**Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.

Week 4

Development Media Entertainment for Tweens

During this week, we address middle childhood – a unique period that has recently received a significant amount of attention from media developers. We will discuss just what makes this group developmentally distinct, and connect this information to media entertainment preferences. In the b-session, [students](#) (Team 2) will present entertainment content targeting this audience and, through a student-led class discussion, link this content with theory.

Academic Literature:

Blackwell, C.K., Lauricella, A.R., Conway, A., & Wartella, E. (2014). Children and the internet: Developmental implications of website preferences among 8- to 12- year old children. *Journal of Broadcasting & Electronic Media*, 58, 1-20.

doi:10.1080/08838151.2013.875022 [ONLINE: GOOGLE SCHOLAR]

Valkenburg, P. M., & Cantor, J. (2000). Children's likes and dislikes of entertainment programs. In D. Zillmann & P. Vorderer (Eds.), *Media entertainment: The psychology of its appeal* (pp. 135-152). Hillsdale, NJ: Erlbaum. [ONLINE: WWW.CCAM-ASCOR.NL] **read middle childhood section**

Gerding, A. & Signorielli, N. (2014). Gender roles in tween television programming: A content analysis of two genres. *Sex Roles*, 70, 43-56. doi: 10.1007/s11199-013-0330-z [ONLINE: GOOGLE SCHOLAR]

Weaver, A.J., Jensen, J.D., Martins, N., Hurley, R.J., & Wilson, B.J. (2011). Liking violence and action: An examination of gender differences in children's processing of animated content. *Media Psychology*, 14, 49-70. doi: 10.1080/15213269.2010.547829. **skim* [ONLINE: GOOGLE SCHOLAR]

Popular Press Literature:

Dredge, S. (2016, March 25). Your kids want to make Minecraft YouTube videos – but should you let them? *The Guardian*. <https://www.theguardian.com/technology/2016/mar/25/kids-minecraft-youtube-videos-stampy-diamond-minecart>

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. Search for three cognitive characteristics of children in middle childhood, and argue how these may influence their media preferences.
2. Think about virtual worlds like Minecraft, Club Penguin, and Webkinz. Why might these virtual worlds appeal to tweens?

b-session: Prepare **before** Thursday meeting (upload to BB on Wednesday)

- Blackwell and colleagues list several popular websites for children in middle childhood. Using the knowledge that you gained from the literature and Tuesday's lecture, review two of these websites and explain what features of these websites map onto the cognitive and social-emotional development during middle childhood. Based on your review, what features would you argue are important for websites targeting children in middle childhood?
- **Upload to Blackboard** your website selections by **Wednesday at 13:00**
- Make notes of your main findings and conclusions and bring them to class.

**Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.

Week 5

Developing Media Entertainment for Teens

In week 5, we address the unique development that occurs during the teenage years, and link this development to their changing media preferences. In the b-session, [students](#) (Team 3) will present entertainment content targeting this audience and, through a student-led class discussion, link this content with theory.

Academic Literature:

Valkenburg, P.M. & Piotrowski, J.T. (forthcoming, 2017). *Plugged In: How Media Attract and Affect Youth*. New Haven, CT: Yale University Press. [Chapter 6: Adolescents – chapter on Blackboard]

Magee, S. (2014). High school is hell: The TV legacy of Beverly Hills, 90210 and Buffy the Vampire Slayer. *The Journal of Popular Culture*, 47, 877-894. [ONLINE: GOOGLE SCHOLAR]

Lauricella, A., Cingel, D., Blackwell, C., Wartella, E., & Conway, A. (2014). The mobile generation: youth and adolescent ownership and use of new media. *Communication Research Reports*, 31, 357-364. [ONLINE: GOOGLE SCHOLAR]

Greenwood, D. & Long, C. R. (2015). When movies matter: Emerging adults recall memorable movies, *Journal of Adolescent Research*, 30, 625-650. [ONLINE: GOOGLE SCHOLAR]

Popular Press Literature:

Gibson, C. (2016, May 25). Who are these kids? *The Washington Post*.

<http://www.washingtonpost.com/sf/style/wp/2016/05/25/2016/05/25/inside-the-race-to-decipher-todays-teens-who-will-transform-society-as-we-know-it/>

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. How do early adolescents differ from late adolescents? What implication does this have for creating entertaining media content for teens?
2. Magee writes about “legacy” programs that were popular with teens many years. What aspects of these programs made them popular? Do you think they would be popular with today’s teens?
3. Valkenburg and Piotrowski argue that adolescent cognitive development explains why teens prefer “risky” media content. Explain this argument.
4. Do the motivations identified by Greenwood & Long reflect eudaimonic or hedonic needs? Or both? Explain.

b-session: Prepare **before** Thursday meeting (upload to BB on Wednesday)

- Visit MTV.com and select at least two television shows for further analysis. Upload your selection to Blackboard on **Wednesday before 13.00.**
- For each of the shows, list three features that are likely to appeal to adolescents. Explain why – making sure to note any differences between early and late adolescents.
- Be sure to bring your responses to class.

**Don’t forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.

Week 6

Developing Media Entertainment for Young Adults

In week 6, we address the development of young adults – arguably one of the most profitable audiences for media developers – and then connect this development to media preferences. In the b-session, [students](#) (Team 4) will present entertainment content targeting this audience and, through a student-led class discussion, link this content with theory.

Academic Literature:

Arnett, J. (2004): A longer road to adulthood. In: *Emerging adulthood: The winding road from late teens through the twenties* (chapter 1). Oxford: Oxford University Press. [ONLINE: <http://www.jeffreyarnett.com/windingroad.htm>]

Coyne, S., Padilla-Walker, L.M., & Howard, E. (2013). Emerging in a digital world: A decade review of media use, effects, and gratifications in emerging adulthood. *Emerging Adulthood, 1*, 125-317. [ONLINE: GOOGLE SCHOLAR]

Bartsch, A. (2012). As time goes by: What changes and what remains the same in entertainment experience over the life span? *Journal of Communication, 62*, 588-608. doi: 10.1111/j.1460.2466.2012.01657.x [ONLINE: GOOGLE SCHOLAR]

Serazio, M. (2015). Selling (digital) millennials: The social construction and technological bias of a consumer generation. *Television & New Media, 16*, 599-561. doi: 10.1177/1527476413491015 [ONLINE: GOOGLE SCHOLAR]

Popular Press Literature:

Yahr, E. (24 March 2016). How much TV do millennials watch a day? Depends on what kind of millennial you are. <https://www.washingtonpost.com/news/arts-and-entertainment/wp/2016/03/24/how-much-tv-do-millennials-watch-a-day-depends-on-what-kind-of-millennial-you-are/>

[To Do List:](#)

a-session: Submit reading responses **before** Tuesday meeting:

1. Identify three characteristics of emerging adulthood, and argue how these may influence their preferences for certain media content.
2. Reflect on the Arnett text briefly – do you recognize some of the things he mentions from your own life? Why or why not?
3. How might social media meet the hedonic and eudaimonic needs of emerging adults?

b-session: Prepare **before** Thursday meeting (upload to BB on Wednesday)

- Select two different social networking platforms that are currently popular with young adults. Upload your selections to Blackboard on **Wednesday before 13.00.**
- For each of the social network platforms, list three features of the social network site that likely appeal to young adults. Explain why. How and why do these platforms work to entertain young adults? Bring your responses to class.

****Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.**

Week 7

Doing Entertainment Research

During this week's a-session, we will focus on ethical, practical, and methodological issues in doing entertainment research. These topics are highly relevant for the Company Meets Student project, and as such, careful attention will be paid to how these topics will be of relevance in your group work. During the b-session, you will begin practicing your data gathering skills – with a focus on interviews as these are commonly used (either individually, in teams, or in focus group settings) during the CMS project.

Academic Literature:

Schutt, R. K. (2009). *Investigating the social world: The process and practice of research* (6th ed.). Boston: Sage. [Chapter 3: available on Blackboard]

Morgan, D.L. (1996). Focus groups. *Annual review of sociology*, 22, 129-152. [Available on Blackboard]

Borgers, N., De Leeuw, E., & Hox, J. (2000). Children as respondents in survey research: Cognitive development and response quality. *Bulletin de Méthodologie Sociologique*, 66, 60-75. [ONLINE: GOOGLESCHOLAR.COM]

[To Do List:](#)

a-session: Submit reading responses **before** Tuesday meeting:

1. How might the principles of beneficence, justice, and autonomy apply to a “traditional” media effects study?
2. Do a google search to learn more about focus groups and qualitative interviews. Combine this with the article you have read for class about focus groups. Put together a list of suggested “best practices” when conducting focus groups or individual interviews.
3. How do the developmental abilities of your target audience affect methodological and/or practical decisions you make when designing a study?

b-session

1. Make sure your phone has a recording app installed that allows you to send your recordings through mail, in a format that most computers recognise (WMA, WAV, mp3, for example).

****Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.**

Week 8

Entertainment Research In-Practice

There will be no a-session this week in order to provide you with additional time to work on Paper 2 (individual consultancy report). During the b-session, you will learn details of the [Company Meets Student](#) project including the aims of the project, the participating companies, and the assignments (i.e., presentation, report, final individual academic paper) associated with Company Meets Student.

Academic Literature (OPTIONAL):

Greig, A., Taylor, J., & MacKay, T. (2007). *Doing research with children*. [BOOK CHAPTERS ON BLACKBOARD]

- Chapter 5 (The importance of questions)
- Chapter 8 (Consultation and participation with children in research)

Isaksen, K. J., & Roper, S. (2010). Research with children and schools: A researcher's recipe for successful access. *International Journal of Market Research*, 52, 303-318.
[ONLINE: DIGITAL LIBRARY]

[To Do List:](#)

a-session

- Work on assignment.

b-session:

- Please carefully review the Company Meets Student portion of the handbook prior to the b-session. Also be sure to look at the optional readings so you can identify if they will be useful to you.

****Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.**

DME PART II: Consultancy Research Project

In the second part of this course, the acquired academic knowledge will be applied directly to practical cases and socially-relevant issues. Communication agency *YoungWorks* will provide several real-life cases from social and commercial organizations in their network. Collaborating in small research teams, you will address a case for one of the client organizations. During this part, you and your research team will have weekly coaching sessions with your coach. Below, you will find an overview of Part II.

Week 9

Company Meets Student: Official Kick-off with YoungWorks

This week forms the introduction to the second part of the seminar. In week 8, teams will be formed and assigned to the clients. In week 9, during the a-session, a representative from YoungWorks will give a lecture about consultancy research. **Prior to the Week 9 b-session, each individual team members will write and submit a [preliminary project proposal](#), containing a research question, methodological approach, planning, and literature list.** During the Week 9 b-session, you will work with your team to form one unified research proposal. You will also have the opportunity to ask questions about the consultancy project.

[To Do List:](#)

a-session: Submit reading responses **before** Tuesday meeting:

1. Please review YoungWorks website to learn more about the company and their varied experience working with youth. [<http://www.youngworks.nl/>]
2. In preparation for the YoungWorks lecture, bring with you two questions about how to conduct consultancy research that you would like addressed during this session. Students will have time to ask questions during the session.

b-session: Prepare by Wednesday at 13:00

1. Upload your preliminary individual project proposal on Blackboard by Wednesday at 13:00.

****Don't forget! Post relevant news item on Twitter (#DevMedEnt) before b-session.**

Week 10

Fine-tuning research design proposal & Participant Recruitment

During Week 10, the consultancy teams are expected to meet their client organizations and discuss the preliminary group proposal (formed in Week 9 b-session). Based on the client meeting, the proposal is adjusted according to the client's wishes. As of this week, all research teams keep a diary log of their activities and progress, including the minutes (*notulen*) of the meetings held. The group should begin to recruit participants for the research project. Do not underestimate how long recruitment can take. Coaching sessions are available by request during the Tuesday a-session timeslot. *There are no course meetings this week.*

Note: A draft of the final research design proposal for the group consultancy project is completed by the end of this week, resulting in a final research design and project planning. The [final research design](#) is submitted on **Friday at 17:00** and discussed during the following week in the booked coaching session.

Literature

- All relevant course literature
- Self-collected literature relevant to case (at least 10 academic sources)
- Self-collected literature on research methodology

Week 11

Final research design proposal & Participant Recruitment

During Week 11, you will discuss the final research design proposal during the (**required**) booked coaching session on **Tuesday**. Send an agenda for the coaching session with your main questions **before Monday at 13:00**. During this week, the research teams should continue to recruit participants for their research project. *There will be no meetings on Thursday this week.*

Weeks 12-13

Data collection

During these weeks, the consultancy teams will conduct the proposed research (i.e., designing your research materials and conducting the study) and begin analyzing your data and formulating conclusions and recommendations. In week 13, you will discuss the results of your research during the (**required**) booked coaching session on **Thursday**. Send an agenda for the coaching session with your main findings and (any) questions **before Wednesday at 13:00**. *There will be no meetings during Week 12, and no meeting on Tuesday of Week 13.*

Week 14

Connecting Research with Practice

In Week 14 a-session, you will have the opportunity to learn from an invited speaker in the field on best practices in disseminating and translating research findings. Often, academicians find it challenging to ensure that their empirical work is accessible and interpretable to a wide audience. In this lecture, you will learn from Maurice Wheeler who is a founding partner at The Little Big Partnership and who has extensive experience translating and disseminating research. Time will be set aside for you to ask questions, particularly as they may relate to your Company Meets Student project and tips/tricks for your CMS report.

About Maurice (from his LinkedIn profile):

Over his 15 years of working in the marketing arena Maurice has helped many clients including Nickelodeon, Disney, Microsoft, Tesco, Universal Music, Procter and Gamble and Lego.

Some of his more memorable pieces of work include working with Oxfam to better engage with Young People; helping Tottenham Hotspur understand how they can maximise their existing youth touch points to better engage today's young fans – the adult fans of tomorrow; and advising Microsoft on how they can talk more effectively with the family audience for their Xbox games console.

Maurice has been asked to speak at conferences such as The Children's Media Conference, Cartoon Forum, TEDx and MIP Junior, and has written for publications such as Campaign, Marketing Week, and MCV. As he always has an opinion to share and a story to tell, he is continually on the look out for new opportunities to speak at conferences.

Additionally, on Tuesday evening (Week 14, 6 December), there will be a **required guest lecture** that you are expected to attend as part of the Communication Science on the Spot series (held at CREA). Maurice Wheeler will provide a larger CSOS lecture on his experience working in the media entertainment field. If you cannot attend, you must speak with your instructor in advance to arrange an alternative assignment. More information will be provided in class.

During the b-session, you will have the opportunity to go over the status of your project and discuss any questions associated with the preliminary version of your report. Note: A [preliminary version](#) of your group consultancy report is due on **Wednesday by 13:00**.

Week 15

Wrap-up, Presentation Prep, and Project Completion

During the a-session (Tuesday, week 15), there is a plenary session to wrap up the course. You will exchange experiences with your fellow students. Additionally, each team is expected to bring a rough draft of their symposium PowerPoint presentation to class for review. You will receive tips from your instructor on best practices for your presentation, including identifying who will present the content. You will be shown an example of a

successful PowerPoint presentation from a previous year as well. Lastly, you will receive feedback on the preliminary group consultancy report and extra information about the final individual academic paper. The [final group consultancy report](#) needs to be finished in Week 15 by **Friday @ 17:00**.

There will be no Thursday (b-session) meeting during Week 15 to provide time to finish your project.

Week 16

Symposium

The group consultancy project will be concluded with a symposium on **MONDAY** during which the research teams [present](#) the outcomes of the case studies to the respective organizations. Attendance is required for this event.

Week 17

Individual Assignment

You will hand in your [individual academic paper assignment](#) by **Tuesday @ 17:00**. *Please note that all questions regarding the final assignment must be received by the Friday prior.*

5. Assignments

All texts that you write should meet the following requirements:

- submitted on time
- includes name and student number
- line spacing 1.5; font Times New Roman 12 pt. or Arial 11 pt.; margins 2.5 cm
- cite references to published work in the text plus literature list, following the APA guidelines. *Note:* please review [UvA's information on plagiarism and fraud](#) to ensure that you are citing references appropriately
- quotations should be used sparingly
- written in flawless English or Dutch
- written KISS proof (Keeping It Short and Simple)
- meets all further requirements of the specific assignment.
- for up-to-date details and requirements, please check Blackboard

Part 1, Weeks 1-7: "To do" lists (individual)

In this handbook, you will find a weekly 'to do list' associated with your reading list. This includes reading questions and practical exercises. The questions point out important elements in the texts and will stimulate you to reflect upon them. Your written response should be handed in via Blackboard each week **before the a-session** (i.e., before Tuesdays at 11:00, 1-2 pages A4). The purpose of the practical exercises is to apply the theoretical knowledge to practical cases and examples. Reading questions and practical exercises are not graded, but form an essential part of this class. Handing in the answers to the reading questions is **mandatory**, and a precondition for obtaining the final grade.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Weeks 1-9: News Items (individual)

Entertainment media is a quickly changing field. In order to stay up-to-date on this the field, every week we will reserve time during the b-session to discuss some of these new developments. Information about these developments comes from you and your classmates. Each week, you are responsible for tweeting at least one relevant tweet about entertainment media. You are also encouraged to interact with other students' tweets by retweeting, commenting, etc. You also must upload relevant news items on Twitter weekly using the hashtag #DevMedEnt; a selection of these items will be discussed during the b-session on Thursdays. Weekly tweeting is **mandatory**, and a precondition for obtaining the final grade.

Important Points regarding Twitter:

- You will need a Twitter account for this assignment. You may set up a separate account just for this class. You will be asked to fill out a form in class with your user name.
- If you are new to Twitter, this infographic might be helpful:
<http://www.edudemic.com/a-visual-guide-to-twitter-for-beginners/>
- In your settings, you have the option to protect your tweets. Do not protect your tweets! If you protect your tweets, they will not show in the class hashtag list.
- As media studies professor David Silver states in his blog post “The Difference Between Thick and Thin Tweets,” tweets can be “thick” or “thin.” Thin tweets convey one level of information, and are usually declarative statements. Thick tweets, on the other hand, “convey two or more [layers of information], often with help from a hyperlink”. In this class, “thick” tweets are preferred as they are a better way to keep us all engaged in issues related to digital media. Want to see examples? Check out: <http://kellimmarshall.net/my-blog/thick-and-thin-tweets/>
- Every tweet posted to Twitter that is not “protected” is publicly viewable to anyone with the internet. Please be mindful of this when posting. You are responsible for the things you post online. Also, in this class, you should never post someone’s personal information online. Refer to your classmates and others by their online usernames, not their “real” names unless they tell you otherwise. Additionally, while disagreement, debate, and critique are encouraged, please remain respectful.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Weeks 2-6: Evaluating Media Entertainment (small team)

Students will be assigned to one of the theme weeks in part I. Each week, student teams will find a media entertainment product (preferably new - television, video game, movie, app, book, etc.) that targets the audience under investigation that week. They will evaluate the product based on what they know about the target audience. Is this product likely to be entertaining? Why or why not? Is this product likely to be entertaining for the entire audience, or a specific subset of this audience? Are there changes you would recommend to improve this product? Students should be prepared to demonstrate the product in class, and then lead an in-class discussion on whether and if this product is suitable for the target audience. Students should attempt to link their argumentations to the readings and class lecture. The assignment is not graded, but forms an essential part of the class.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Week 6: The Fault in Our Stars (individual report)

During Part 1 of the course, you are introduced to different target audiences with a focus on understanding how development influences media preferences. In this assignment, you must use this knowledge to evaluate an existing media product, namely the book *The Fault in Our Stars* by John Green (the book – NOT the movie). The book, published in 2012, debuted at #1 on the New York Times best seller lists for children’s chapter books, as well as #1 on the Wall Street Journal bestseller list overall. It was also the New York Times Book Review Editor’s Choice. With more than 1 million copies in print, it was successfully adapted into a feature film in 2014 – grossing nearly \$300 million worldwide. Although initially thought to be a children’s chapter book, the popularity of the book for people of all ages makes this book a very interesting medium for study.

For this assignment, you need to take the perspective of either a tween (middle childhood) or teen (adolescent). You must clearly define the perspective you are taking – making sure to mention the age and gender of perspective you are taking. Discuss relevant characteristics of the tween/teen that you have chosen and apply them to the reading of the book. For example, if you take the perspective of a female 11-year old tween, what specific socio-emotional characteristics is she experiencing that are relevant to how she is reading / enjoying / understanding this book? Would these characteristics make the book more or less entertaining for her, and why? Are there aspects of the book that would confuse her? Consider both hedonic and eudaimonic aspects of entertainment in your response. Be very specific in your argumentation. Provide examples and quotes (with page numbers) from the book to support your argument. Are there aspects of the book you would change to make the book more entertaining for the audience you have chosen? In the end, come to a justified conclusion about whether or not you think the book is entertaining for the audience member you selected. To support your argumentation, you may use lecture notes as well as references to class readings. You are also welcome to cite outside sources. All should be included in a reference list at the end of your paper (APA format).

<u>Weight towards final grade:</u>	20% of final grade
<u>Length:</u>	max. 1500 words (excl. references)
<u>Submission:</u>	1 electronic copy under “assignments” on Blackboard 1 electronic copy through Turnitin (# on cover page)
<u>Deadline:</u>	See calendar at end of handbook

**NB: Grading rubric is available on following page..*

Developing Media Entertainment
 Paper 1: The Fault in Our Stars Evaluation
 Grading Rubric

CATEGORY	0 POINTS	1 POINT	2 POINTS	POINTS AWARDED
Audience Identification	Incomplete information on audience gender or age provided.	Complete information on audience gender and age provided.	<i>Not possible.</i>	
Audience Developmental Description	Poor or inaccurate description of audience with no / inaccurate connection to the text.	Accurate description of audience, however, characteristics require clarification or connection to text could be improved.	Accurate description of audience characteristics with clear and accurate connection to the text.	
Use of Book Examples	No book examples provided.	Book examples provided, but their use is inconsistent, erroneous, or confusing,	Strong clear book examples are provided to illustrate and justify points in text.	
Delineation of Hedonic & Eudaimonic Needs	No mention of hedonic or eudaimonic needs.	Hedonic and eudaimonic needs are mentioned, but their argumentation / justification could be improved.	Hedonic and eudaimonic needs are clearly defined and their fulfillment (or not) via the text is clearly justified.	
Entertainment Value Conclusion	No conclusion about entertainment value provided.	Conclusion about entertainment value of text for audience is provided, but justification is limited.	Well-justified conclusion about whether the text is entertainment for the specified audience.	
Writing Style	Writing style is poor and requires significant revision.	Writing style is reasonably strong, with clear and concise argumentation.	<i>Not possible.</i>	
Word Count	-.5 if student exceeded the 1500 word count policy			
Total Score				

Part 1, Week 8: Consultancy Report (individual)

At the end of Part I, you need to use the knowledge and insights acquired during the first part to write a consultancy report. You are an academic consultant and are approached by the Department of Health (DOH). The DOH wishes to create an entertaining website or app to stimulate healthy behaviors. The DOH is interested in two target groups: adolescents and emerging adults. They have contacted you to because they (1) want to know the best ways to reach these groups, and (2) are interested in previous research demonstrating how healthy behavior in these two target groups can be stimulated. For this assignment, select one age group which is of interest to you (i.e., adolescents or emerging adults), a health behavior that is relevant to that audience, and the recommended medium (i.e., website or app).

In your report to the DOH, you should:

- Explain what you know about this audience developmentally, citing relevant literature
- Explain what health behavior you are targeting, citing research on the relevance of this health behavior for your audience as well as research on how healthy behavior can be stimulated among this audience
- Provide explicit recommendations to the DOH on the content of the website / app: What should be its main message? Use the PCMC article (assigned in Week 2) to explain the conditions that need to be met in order for the target group to elaborate upon this message.
- Justify the reason for your medium selection (i.e., why an app or website for this audience and this behavior?).
- Provide specific recommendations to the DOH about what the features the app or website should have to attract the target audience. Be sure to discuss what website / app *features* are most appropriate for this age group and health behavior, citing literature where appropriate.

Your advice, based on academic knowledge, should include at least 8 scientific references.

<u>Weight towards final grade:</u>	20% of final grade
<u>Length:</u>	max. 2000 words (excl. references)
<u>Submission:</u>	1 electronic copy under "assignments" on Blackboard 1 electronic copy through Turnitin (# on Cover Page)
<u>Deadline:</u>	See calendar at end of handbook

**Note: a copy of the grading rubric will be made available on Blackboard.*

Part 2, Weeks 9-16: Consultancy Project (group)

The purpose of the assignment is to give advice to an organization or company regarding a specific case about media entertainment. Several organizations will provide a question, problem, or issue that is related to the seminar topic. To address this case, teams of students will conduct a literature review and a small scale empirical study (e.g., interviews, focus groups, small-scale survey) to provide an informed recommendation to the company.

Weight towards final grade: 30% of final grade

The group assignment is divided into several sub-assignments and ends in a symposium during which all teams present their conclusions and recommendations to the various organizations. All sub-assignments are mandatory and a precondition for obtaining the final grade. In the schedule at the end of this text, the sub-assignments are bold-faced. The superscripts in the schedule correspond with the numbers of the assignments. The assessment of the group assignment will be based on the various sub-assignments.

1. Individual preliminary research proposal

Each team member draws up a preliminary research proposal for their own case (including a research question, a methodological approach, a planning, and some references relevant to the study). The purpose of this individual proposal is to formulate the preliminary team proposal.

Length: max. 1000 words (excl. references)

Submission: one electronic copy under “assignments” on the Blackboard site and one emailed to your team members

Deadline: See calendar at end of handbook

2. Final research design

The final research design is based on the input of the individual group members, the client organization, and the DME instructors. It contains the final research question (and sub questions), methodological approach, planning, and references.

Length: max. 1000 words (excl. references)

Submission: one electronic copy under “assignments” on the Blackboard site

Deadline: See calendar at end of handbook

3. Project minutes

As of week 10, all research teams upload project minutes (*notulen*) on blackboard. The purpose of these minutes is to ensure that the DME instructors can monitor the project's progress. The teams are free to use the format they think is most efficient, clear, and useful.

Deadlines: weeks 10-15, each Thursday at 17:00 hrs

4. Preliminary (group) consultancy report

The final consultancy report will be handed over to your client and should contain all the main elements of a consultancy report (e.g., abstract, introduction, research question(s), methodology, main conclusions, recommendations, and references (minimum of 6)). The purpose of this preliminary version is to obtain feedback from your instructor. In view of the audience, you are allowed to let go of the strict academic format guidelines. For example, for references, we recommend the footnote-system rather than the APA in-text-citation system.

Length: max. 2500 words (excl. references).

Submission: one electronic copy under "assignments" on the Blackboard site

Deadline: See calendar at end of handbook

5. Final (group) consultancy report

The final consultancy report is completed based on the feedback obtained in week 14. It should be clear and attractive to read.

Length: max. 2500 words (excl. references)

Submission: 1 electronic copy under "assignments" on the Blackboard site,
1 electronic copy through Turnitin (Course # 10479680), and
3 printed copies (client, YoungWorks, and the DME instructors).

Deadline: Send the client organization an electronic copy of the summary
on Friday of Week 15 Also bring printed copy to symposium.

6. Team presentation

During the symposium held during the a-session in week 16, the research teams will present their main findings and conclusions to the client organizations, YoungWorks' staff, and the DME instructors. Specific requirements for the presentations will be communicated in class.

Presentation: MONDAY of Week 16 - Symposium

Part 2, Week 16: Academic paper (individual)

In addition to the group consultancy report, each student individually writes an academic paper based on the consultancy research project. In this paper, you embed the empirical research conducted for the CMS project in a larger scientific paper. In doing so, you will demonstrate how the justifications for the research link to current empirical research as well as demonstrate how the findings from the consultancy research diverge or converge with our current scientific knowledge. It has to be evident that you are well aware of the theory and research regarding the target group under investigation. The paper has the form of an academic article and contains the following subsections:

- introduction (problem statement, literature review, research questions/hypotheses)
- method (e.g., design, sample, procedure, measures)
- results (analyses and results for each research question/hypothesis)
- discussion (main findings & conclusions, limitations & directions for future research, theoretical & practical implications)

You need to include at least 12 scientific references. Further criteria for this assignment will be provided during [Part II](#) (Week 8).

Weight towards final grade: 30% of final grade

Length: max. 4500 words (excl. references)

Submission: 1 electronic copy under "assignments" on Blackboard
1 electronic copy through Turnitin (# on Cover Page)

Deadline: See calendar at end of handbook

**Note: a copy of the grading rubric will be made available on Blackboard.*

DME 2016 – Semester 1: Schedule at a glance (Tuesday and Thursday sessions)

Week	Date	Theme	Sessions	Literature & Deadlines ¹
Part I: Theory and Research about Developing Media Entertainment				
1	6 Sept 8 Sept	Introduction: Developing Media Entertainment	1a. Opening theoretical session 1b. Opening applied session	- Prensky (2001) - Bennett et al. (2008) - Oliver & Raney (2011)
2	13 Sept 15 Sept	Developing Media Entertainment for Under 2s	2a. Theoretical session 2b. Introduction to Paper 1 and 2	- Valkenburg & Vroone (2004) - Courage & Howe (2010) - <i>Popular Press Reading</i> - Bowden Chps & Buijzen et al. (2010) for 2b
3	20 Sept 22 Sept	Developing Media Entertainment for Preschoolers	3a. Theoretical session 3b. Applied session	- Valkenburg & Cantor (2000, start) - Bond & Calvert (2014) - Mares & Acosta (2008) - <i>Popular Press Reading</i>
4	27 Sept 29 Sept	Developing Media Entertainment for Tweens	4a. Theoretical session 4b. Applied session	- Blackwell et al. (2014) - Valkenburg & Cantor (2000, finish) - Gerding & Signorielli (2014) - Weaver et al. (2013) - <i>Popular Press Reading</i>
5	4 Oct 6 Oct	Developing Media Entertainment for Teens	5a. Theoretical session 5b. Applied session	- Valkenburg & Piotrowski (under contract) - Magee (2014) - Lauricella et al (2014) - Greenwood & Long (2015) - <i>Popular Press Reading</i>
6	11 Oct 13 Oct	Developing Media Entertainment for Young Adults	6a. Theoretical session 6b. Applied session	- Arnett (2004), Coyne et al. (2013), Bartsch (2012), Serazio (2015) - <i>Popular Press Reading</i> <u>Deadline: Paper 1 (Fault in Our Stars) - Fri. 14 Oct. @ 17:00</u>
7	18 Oct 20 Oct	Doing Entertainment Research	7a. Theoretical session 7b. Applied session	- Schutt (2009) - Morgan (1996) - Borgers et al (2000)
8	25 Oct 27 Oct	Entertainment Research In-Practice	8a. NO SESSION: Work on Paper 2 8b. Company Meets Student Introduction	<u>Deadline: Paper 2 (Indvd. Consult. Report) - Fri. 28 Oct. @ 17:00</u>

¹ Note: In addition to the deadlines listed here, students should complete the assigned to-do lists each week. To-do lists are in this handbook by week.

DME 2016 – Semester 1: Schedule at a glance (Tuesday and Thursday sessions)

Week		Theme	Sessions	Literature & Deadlines
9	1 Nov 3 Nov	Company Meets Student: Official Kick-Off with YoungWorks	9a. Kick-off session with YoungWorks 9b. First team meeting in class	Deadline: Prelim Indvd Research Proposal Wednesday 2 Nov. @ 13:00¹
10	8 Nov 10 Nov	Fine-tuning project proposal & Participant Recruitment	10a. Coaching sessions on demand 10b: Meetings with client [sometime this week]	- course & self-collected literature relevant to case and on research methodology Deadline: Final Research Design - Friday 11 Nov. at 17:00²
11	15 Nov 17 Nov	Final Research Design Meeting & Participant Recruitment	11a. Coaching sessions mandatory 11b. NO SESSION: Study Preparation / Launch	<i>Send agenda for coaching session by Monday at 13:00</i>
12	22 Nov 24 Nov	Data collection	12a. NO SESSION: Data collection 12b. NO SESSION: Data collection	---
13	29 Nov 1 Dec	Data collection (FINISH)	13a. NO SESSION: Prep for Coaching Meeting 13b. Coaching sessions mandatory	<i>Send agenda for coaching session by Wednesday at 13:00</i>
14	6 Dec 8 Dec	Connecting Research with Practice	14a. Guest lecture (day) <i>and</i> CSOS Lecture (Evening at CREA) 14b. In class meeting re reports	Deadlines: A. preliminary group consultancy report due Wed. 7 Dec @ 13:00⁴
15	13 Dec 15 Dec	Wrap-Up, Presentations, and Project Completion	15a. In-Class Wrap-Up & Presentation Review 15b. NO SESSION: Report/Presentation Work	Deadline: A. Presentation draft due in a-session B. Send final report to client - Friday 16 Dec. @ 17:00⁵
16	19 Dec 22 Dec	Symposium @ 15:00	16a. MONDAY Symposium at YoungWorks 16b. NO SESSION: Work on individual paper	Deadline: Symposium Presentation - Monday 19 Dec @ 15:00 at YW
17	27 Dec	Individual Academic Paper Due	<i>Note: All questions regarding report submitted by Thursday, Dec. 22.</i>	Deadline: Individual Academic Paper Due Tuesday 27 Dec. @ 17:00