



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: DWDD

Course Title: Adaptive Media II

Year: 2025

Course and Section #: 4430-01

Credits: 3

Course Description

Over the past year you have learned how messaging, media, and technology can work together in creating a deeper and more dynamic digital experiences. You have meticulously designed industry-level products and tested them thoroughly to create the best experience possible. With all your product design skills at the ready, it's time to focus on the content and the strategies to help make your message successful.

At this point you have a strong understanding of design, product development, and technology. Now I want to take that beautiful knowledge and apply strategy and business to it. You're probably thinking, "Emily, that sounds like marketing." and yes, there can be some overlap there. But you can't just make products be beautiful and functional, they also need to be practical and make a business case. That's what we'll be going in deeper with. Yes, you will intuitively get there but now I want you to put it in to practice of why it was successful.

This course is focused on creating content and messaging strategies to deliver a cohesive experience on multiple digital channels. Over the next 15 weeks we will examine industry examples, understand audience behaviors, and create messaging campaigns for a Service Learning partner.

We meet once a week in class, which you will need to be attending every week. I will go over industry examples and talk about different aspects of content strategy and how it applies in UX and design thinking.

Because this is a Service Learning course, you will work with an organization to understand their business and audience needs and create a content strategy for them. The class will act as a "mini agency" in which you will work with a team to go through the various phases of a digital media strategy, in order to create and a deliver a strong, industry-standard content strategy to your Service Learning partner that I will provide to you.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program

Elective Core Requirements in Program

Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Emily Hedrick

Student Learning Outcomes

- Learn the end-to-end content development process with the latest methodologies in the industry.
 - Strengthen understanding of industry best practices and examples.
 - Work closely with the instructor and Service Learning partner to learn and develop the quality standards for a professional digital media deliverable.
 - Understand how content is adapted to different platforms and audiences.
 - Understand how messaging is critical into the audience experience alongside media and technology.
 - Develop communication skills through regular scrum meetings, presentations, email, and Slack communication.
 - Develop a comprehensive content and publishing strategy.
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Course Materials and Texts

Everything will be provided in Canvas.

Course Requirements

Prerequisites: DWDD 3430 Adaptive Media Experiences

Required or Recommended Reading Assignments

All reading materials will be provided in articles via the Canvas modules for this course.

General Description of the Subject Matter of Each Lecture or Discussion

Adaptive Media II focuses each week on disruptive media technology that has impacted the world. The topics covered will include: Radio, television, the worldwide web, mobile, social media, streaming services, and virtual reality. Students will learn the technological and messaging impact with industry examples with examples taken from industry.

Weekly Discussions and Lectures

Week 1-2: UX Today

Week 3-4: Content strategies

Week 5: Mediums and impact of disruptive digital media technologies

Week 6-7: Understanding visual mediums with television and it's impact

Week 8-12: The advent of the worldwide web and the Web 2.0 era

Week 13-14: Web 3.0 and new digital frontiers

Week 15: Messaging and technology

Semester Service Learning Project

Because this is a Service Learning course, you will work with an organization to understand their business and audience needs and create a content strategy for them. The class will act as a “mini agency” in which you will work with a team to go through the various phases of a digital media strategy, in order to create and a deliver a strong, industry-standard content strategy to your Service Learning partner that I will provide to you.

By the end of the course, you should:

- Identify roadblocks or challenges that the Service Learning partner’s is currently facing.
- Through research and audience analysis, you will develop a strategy to overcome these challenges.
- Be able to understand your audience using industry methods such as us personas and journey mapping.
- Have a strong understanding of how different digital publishing channels are being used and knowing how best to leverage them for your content strategy.
- Be able to understand and use industry standard product design methodologies and terminology in digital media.
- Iterate and test design cycles of the project to vet ideas and refine the project further.
- Communicate regularly, professionally, and effectively with the Service Learning partner over the course of the project.
- Build and present an industry-quality content strategy for the Service Learning partner and their executive team.
- Understand e-commerce websites and design to maximize your bottomline.

Service Learning Opportunity with an Industry Company

Over the course of the semester you will be working in teams in an agency model to build a content strategy for a local company. During the month of January you will learn about the content strategy principles and look at industry case studies.

Starting in February, your team will meet with the Service Learning Leader (a marketing director) at this company to understand their brand, messaging efforts, and get a strong understanding of what you can do in terms of a content strategy campaign for them. The remaining semester will be going through the content strategy process of: research-ideation-production-testing-improving until you have designed a content strategy specifically for this client's brand.

This service learning project is an opportunity for the students to go through the process of identifying the right audience, developing a proposed content strategy, create mock-ups, and track analytics. Students will learn industry best practices and the latest methodologies from industry leaders.

DGM 4280 will take the principles of UX design and adaptive media experience and focus on the messaging aspect of digital media. This will allow students to understand the audience and design a message for that audience. Students outcomes for this course include:

- Understand the core message goals and satisfy audience needs.
- Develop a strong strategy content and publishing strategy based on audience needs.
- Understand and track success.
- Create an industry-level proposal/presentation.

Throughout the spring semester, there will be three key touch point between the students and the client. These touch point will focus on:

Early-February: Learn scope of the project

Mid-March: Client review and progress meeting

Late-April: Final presentation to the Service Learning partner's team

Upon completion of the project, students will have gone through the end-to-end process of building a content strategy. They will learn to better build client relationships and communicate effectively. Additionally, they will learn to professionally present their proposed strategies and outcomes to the client.

During the semester you will also be doing anonymous team member evaluations. These sheets will be provided in the Canvas module and you will be expected to give feedback about your team's performance. Team participation is imperative to the success of this project and will weigh heavily on your overall grade.

The following grading standards will be used in this class.

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or

immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.