

**UNIVERSITY OF  
WESTERN ONTARIO**

**FACULTY OF  
INFORMATION AND  
MEDIA STUDIES**

**WINTER 2022**

**INSTRUCTOR:  
DR. LUKE ARNOTT**

**Office Hours:**  
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**DIGICOMM  
3307**

# **LIVE- STREAMING THEORY + PRACTICE**

## **COURSE DESCRIPTION:**

Evolving technologies have made live-streaming digital content an increasing reality for broadcast professionals and amateur creators alike.

This process has only accelerated as global lockdowns force us to work and play remotely, via video platforms like Zoom and Twitch.

This course combines an overview of the social, economic, and technological foundations of live-streaming with a hands-on introduction to the popular platforms and best practices for building students' own streaming channels.

## **SYLLABUS contents:**

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**COVID-19 SUPPLEMENT 7**

# EVALUATION BREAKDOWN

<b>Stream Analysis (x2)</b>	<b>20%</b>
<b>Midterm</b>	<b>15%</b>
<b>Bibliography or Proposal</b>	<b>10%</b>
<b>Essay or Stream + Reflection</b>	<b>30%</b>
<b>Final Exam</b>	<b>25%</b>

## 1. *Stream Analysis (x2)* **DUE: Jan. 25 & Feb. 8**

Students will write two analyses of livestreams of their choice, each 750-1000 words in length. Templates and additional instructions for each analysis will be available on OWL the week before the due date(s).

## 2. *Midterm* **DATE: Feb. 15**

Students will write an in-class midterm based on all course readings and lectures up to that point. The format will consist of multiple choice, short answer questions, and essay questions. (Midterms missed with valid academic consideration will be written at a date determined by FIMS undergraduate student services.)

## 3. *Annotated Bibliography OR Livestream Proposal* **DUE: Mar. 8**

Students will have the choice of completing a theoretical or practical project during the second half of the semester. Those choosing to do a theoretical project will hand in an annotated bibliography on a topic about livestreaming in preparation for a final essay. Students choosing the practical project will hand in a proposal outlining a plan for their own livestream. Instructions for both options will be posted to OWL.

**IMPORTANT:** Due to scheduling challenges, students who do not hand in a livestream proposal by the due date **will not** be able to switch to the livestream option for the final project.

## 4. *Final Essay OR Livestream & Reflection Paper* **DUE: Apr. 5**

Students doing the theoretical project will hand in a 1200-1500 word paper with a title page and references page, formatted using Chicago Parenthetical/Author-Date citation style.

Students doing the practical project will do a 30-minute livestream, scheduled during presentation week, and hand in a 1-2 page reflection paper on the final day of class.

## 5. *Final Exam* **DATE: TBA**

This will cover all course material and take place during the official final exam period in April. It will consist of multiple choice and essay questions.

# COURSE POLICIES

**Late policy:** All assignments are due via OWL by the specified time and date; any submitted afterward will be considered at least one day late. Late assignments will have 5% deducted from the grade for every calendar day they are overdue (this includes weekends). Assignments more than a week late will receive a mark of zero. There will be no exceptions without proper academic consideration (see page 5).

**Email policy:** Please e-mail the instructor about any course-related questions you may have. Be advised, however, that he has other commitments and sometimes cannot respond right away. University emails are regularly checked and answered within 2 or 3 business days.

Please check your university email account regularly. Email/OWL will be the primary means of communication with the class, and during the term you will be sent reminders and supplementary materials electronically.

**Electronic devices policy:** Laptops and mobile devices may only be used for note-taking in class, whose use (barring official accommodation) is a privilege. However, due to the nature of the course, monitored use of online games, videos, etc., on personal devices may be allowed as part of class activities. No electronic devices are permitted in exams.

**Make-up Midterm Policy:** Make-up midterms will be administered by FIMS UGSS at a later date not of students' choosing and may include all course material up to the date of the make-up (not the original test date).



# LECTURE SCHEDULE:

## WEEK #1 JANUARY 11

**Introduction: Welcome to Zoom University**

Readings: Taylor, pp. 23-65; Morris, pp. 7-23

## WEEK #2 JANUARY 18

**Yes We Cam: The Hardware and Software of the Streaming Trade**

Readings: Taylor, pp. 66-80; Morris, pp. 25-37; Stewart, pp. 213-226

## WEEK #3 JANUARY 25 **STREAM ANALYSIS #1 DUE**

**Emote Learning: Branding, Design, and Idioms of Streaming Channels**

Readings: Taylor, pp. 99-104; Morris, pp. 229-267

## WEEK #4 FEBRUARY 1

**I Stream, You Stream, We All Stream for Amazon:**

**Exploitation, Burnout, and the Economics of Pro Streaming**

Readings: Taylor, pp. 115-135; Johnson and Woodcock

## WEEK #5 FEBRUARY 8 **STREAM ANALYSIS #2 DUE**

**The Show Must Go On(line): Traditional Arts Performance on New Platforms**

Readings: Mueser and Vlachos

## WEEK #6 FEBRUARY 15

**Midterm**

## WEEK #7 FEBRUARY 22

**Winter Reading Week: No Class**

## WEEK #8 MARCH 1

**Twitch Plays Pokémon (And Everything Else)**

Readings: Parker and Perks; Consalvo and Phelps

## WEEK #9 MARCH 8 **BIBLIOGRAPHY/PROPOSAL DUE**

**The Meta: Streaming Platforms In/As Social Media**

Readings: Taylor, pp. 252-262; Orme

## WEEK #10 MARCH 15

**Ninja Moves: Streamer Fame and Celebrity Culture**

Readings: Anderson and Johnson, Lamerichs

## WEEK #11 MARCH 22

**Zoom Bombers: Dangers and Double-Standards**

Readings: Taylor, pp. 105-115; Stewart, pp. 190-212

## WEEK #12 MARCH 29

**Enter the Chat: Presentation Week**

## WEEK #13 APRIL 5 **ESSAY/REFLECTION DUE**

**Thanks for Watching: Conclusion and Review**

# COURSE READINGS:

(All readings available via the course OWL site)

- Anderson, Sky LaRell, and Mark R. Johnson. 2021. 'Gamer Identities of Video Game Live Streamers with Disabilities'. *Information, Communication & Society*, April, 1–16. <https://doi.org/10.1080/1369118X.2021.1907433>.
- Beil, Benjamin, Gundolf S. Freyermuth, and Hanns Christian Schmidt, eds. 2021. *Paratextualizing Games: Investigations on the Paraphernalia and Peripheries of Play*. Bielefeld: transcript.
- Consalvo, Mia, and Andrew Phelps. 2021. 'Game Development Live on Twitch: Observations of Practice and Educational Synergies'. In *Game Production Studies*, edited by Olli Sotamaa and Jan Svelch, 123–40. Amsterdam UP. <https://doi.org/10.5117/9789048551736>.
- Johnson, Mark R., and Jamie Woodcock. 2019. "'It's Like the Gold Rush": The Lives and Careers of Professional Video Game Streamers on Twitch.Tv'. *Information, Communication & Society* 22 (3): 336–51. <https://doi.org/10.1080/1369118X.2017.1386229>.
- Lamerichs, Nicolle. 2021. 'Material Culture on Twitch: Live-Streaming Cosplay, Gender, and Beauty'. In *Paratextualizing Games: Investigations on the Paraphernalia and Peripheries of Play*, edited by Benjamin Beil, Gundolf S. Freyermuth, and Hanns Christian Schmidt, 181-211. Bielefeld: transcript.
- Morris, Tee. 2022. *Twitch for Dummies*. 2nd edition. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Mueser, Daniela, and Peter Vlachos. 2018. 'Almost Like Being There? A Conceptualisation of Live-Streaming Theatre'. *International Journal of Event and Festival Management* 9 (2): 183–203. <https://doi.org/10.1108/IJEFM-05-2018-0030>.
- Orme, Stephanie. 2021. "'Just Watching": A Qualitative Analysis of Non-Players' Motivations for Video Game Spectatorship'. *New Media & Society*, February. <https://doi.org/10.1177/1461444821989350>.
- Sotamaa, Olli, and Jan Svelch, eds. 2021. *Game Production Studies*. Amsterdam University Press. <https://doi.org/10.5117/9789048551736>.
- Stewart, Peter. 2018. *The Live-Streaming Handbook: How to Create Great Live Video on Your Phone, for Facebook and Twitter*. London: Routledge. <https://doi.org/10.4324/9781315209883>.
- Taylor, T.L. 2018. *Watch Me Play: Twitch and the Rise of Game Live Streaming*. Princeton Studies in Culture and Technology. Princeton, NJ: Princeton UP. <https://doi.org/10.1515/9780691184975>.



# NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2023

## Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

[http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)

## Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

## Accommodation Policies

### Academic Accommodation

Students with disabilities work with [Accessible Education \(AE\)](#) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

### Medical Consideration

Students who have medical grounds for academic consideration for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty (for FIMS students this is [Undergraduate Student Services](#)).

Students are required to provided

documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or during office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that **individual instructors are not permitted to receive documentation directly from a student**, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation must be submitted to the Academic Counselling office of a student's home Faculty.**

## Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor.

If you have been involved in a severe accident, fire, or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

## Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Advisor. Additional information is given in the [Western Academic Calendar](#).

## Gender-Based and Sexual Violence

Western [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, you will find information about support services for survivors, including emergency contacts, [here](#). The gender-based violence and survivor support case managers are located in Thames Hall (3114-3127 office suite.) To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## Support Services

Students who are in emotional/mental distress should refer to [Health and Wellness](#) for a complete list of supports.

## SUPPORT SERVICES - LINKS

[FIMS UGSS](#): *academic advising; career services*

[Psychological Services](#): *Information about accessing mental health supports*

[Medical Services](#): *Student health related services*

[Office of the Registrar](#): *Financial Information, Timetable, Exam Schedules, Academic Calendar Information*

[Academic Support and Engagement](#): *Central Academic Supports, including Writing Centre, Learning Development, Transition and Leadership Supports, and Careers and Experience*

[Accessible Education](#): *Assessment and recommendations for students with disabilities*

[Accessibility Information](#): *Information to help support barrier free access, including floor plans, accessible washroom locations, service disruptions etc.*

[Indigenous Student Services](#): *Includes information about financial support, indigenous self-identification, orientation, and tutor support*

[Western International](#): *Information and support for international students and students seeking to go on exchange*

## FIMS Grading Policy

FIMS Undergraduate programs now have the following class average policy:

*First year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.*

*Second year required courses (MIT 2000, 2025, 2100, 2200, 2500) are expected to have a course average between 70 and 75%. The third year required (MIT 3100) is expected to have a course average between 72 and 77%.*

*Elective courses and 4<sup>th</sup> year seminars have no recommended course averages.*

## Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

### Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

#### 90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

#### 80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

#### 75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

#### 70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

#### 60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

#### 50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

#### Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

## Appendix B: Guidelines of Academic Appeals for FIMS Students

### Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

### Stages in the Appeals Process:

**The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor.** For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

**If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee.** Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

### **The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.**

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

### **If the Committee decides that the grounds for appeal have been met, the following steps will be taken:**

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

### **The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.**

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.

# COVID-19 SUPPLEMENT

1. In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

2. Students will be expected to wear triple layer non-medical masks at all times in the classroom as per university policy and public health directives. Students who are unable to wear a mask for medical reasons should seek accommodation through Accessible Education.

3. Students are expected not to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

