



TCOM 4-6045 Foundations of Multimedia

Course Syllabus 1.0

Spring Semester 2014

INSTRUCTOR

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Office Hours (J-349¹):
Th 8:00 AM to 1:00 PM
(also online chat, phone by appointment,
or mental telepathy)

COMMUNICATIONS

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COURSE LOCATION AND TIME

Campus

Thursday 1:00 PM to 2:15 PM
Building J Room 212

Online (course is 50% hybrid)

Desire2Learn (D2L), teleconferencing, course listserv.

Most semester weeks consist of a 75 minute classroom/lab session with interspersed online activities, development time, and some fully online sessions.

¹ Instructor's office has changed. I'm in the witness protection program.

INTRODUCTION

This course syllabus provides a general outline or plan for the course. Deviations may be necessary and will be provided in writing in advance. It is my desire to create a course that best meets your personal and professional goals as these relate to your current competencies in the general area of multimedia in technical communication.

Course adjustments and changes are to be expected. Student feedback is encouraged and valued. A discussion board for course feedback will be provided on the course D2L site.

As this is an upper division and graduate level course often attended by traditional students and working professionals, we will be learning together. The instructor will provide a structure for the course plus lecture and reading content, but student discourse and collaborative work are essential in making the course a success. Your professional experience and what you learn as we progress are intended to be major portions of the course.

The substantial contributions of various SPSU technical and support personnel in the development and delivery of this course are gratefully acknowledged.

CATALOG DESCRIPTION

A study of the foundations of multimedia including theory, planning, scripting, storyboarding, and production. Students will submit research work on the theory of multimedia. This course is double-listed for both undergraduate and graduate students. Graduate students will be required to complete additional work that emphasizes theory and research over application. Thus they must demonstrate a higher level of learning than undergraduates.

INSTRUCTOR'S DESCRIPTION

This is an Internet-supported, hybrid course designed to introduce and practice the fundamentals of multimedia development and delivery. This is a hands-on, collaborative, and highly participatory course requiring students to conduct discourse, reflect, write, and complete projects and assignments to be shared with the class. Students will study and apply all aspects of multimedia production including planning, scripting, and storyboarding to generate projects including elements of text, audio, video, animation, color photographs, and graphic images. The emphasis in this course is on **doing**; successful students will leave the class with the knowledge and experience to apply multimedia theory, as well as tools and techniques, of multimedia production.

LEARNING OUTCOMES

This course provides an introduction and application of the fundamentals of multimedia development. There is latitude for the student to approach the course in a way that best suits his/her background and interests.² Overall course goals of this are:

1. Identify, describe, and apply the major skills and tools involved in the typical multimedia development process, including planning, scripting, storyboarding, production, and evaluation.
2. Experience the application of multimedia theory, tools, and techniques to a project in technical communication.
3. Experience a collaborative, project-based learning exercise in multimedia development.

COURSE SCHEDULE

Week	of	Topic	Due	Reading (undergrad)
1	1/6	<p style="text-align: center;">Getting Started</p> <ul style="list-style-type: none"> – Course overview, expectations, technology – Introductions – Form teams 		
2	1/12	<ul style="list-style-type: none"> – Intro to multimedia – History of multimedia 		Ch. 1
3	1/19	<ul style="list-style-type: none"> – Multimedia theory 1—Front-end analysis – TTT³ TBA 		Ch. 2, 8
4	1/26	– TTT TBA	– home page	
5	2/2	<ul style="list-style-type: none"> – Visual Communication (grad) – TTT TBA 	<ul style="list-style-type: none"> – front-end analysis – Storyboard 	Chs. 5, 6
6	2/9	– MM Page Design (grad)		
7	2/16	<ul style="list-style-type: none"> – Interface Design & Usability (grad) – TTT TBA 	– reflection paper 1 (grad)	Ch. 4
8	2/23	<p style="text-align: center;">Showing Our Stuff 1</p> <ul style="list-style-type: none"> – Team project presentations & critique (everyone attends) 		
9	3/2	SPRING BREAK		
10*	3/9	– Online Exercises		
11	3/16	<ul style="list-style-type: none"> – Media Comparison (grad) – Digital Stories 	– adopted technology	Ch. 3
12	3/23	– Copyright issues in multimedia	– storyboard	Ch. 9

² No students were harmed in the redesign of this course. Yet.

³ Terrific Technical Training—SME Morgan

		(guest SME)	(digital story)	
13*	3/30	– Individual Project Workshop – Online Exercises		
14	4/6	Showing Our Stuff 2 (A) Individual project presentations & critique (everyone attends)	– reflection paper 2 (grad)	
15	4/13	Showing Our Stuff 2 (B) – Individual project presentations & critique (everyone attends)		
16-17	4/20 4/27	Wrapping Up – Culminating exercise – Course evaluation Fascinating online exercise TBA		

*Fully online week; no classroom/lab attendance required.

☞ Note: Reading assignments must be completed **before** classroom sessions. If it becomes clear that this is not so, a final exam will be provided⁴.

☞ Note: Unless otherwise directed, **online** assignments are due midnight Saturday of the class week. **Classroom/lab** assignments are due beginning of classroom session unless otherwise directed.

DELIVERABLES

1. **Adopt-a-Technology.** Each student will choose a specific technology tool or resource and introduce it to our learning community. First-come-first-served basis...you're your technology choice on the discussion thread for approval and to claim the topic. These will be presented asynchronously as brief online presentations limited to ten minutes. (20 points)
2. **Group linear multimedia project.** Each undergraduate student will join a group tasked with collaboratively planning, designing, producing, and presenting a PowerPoint-based multimedia presentation for a sponsor. Presentations are **strictly limited to ten minutes**. The intent is that all students will participate in a team project, learning aspects of team dynamics as well as multimedia development. Teams will assign roles and responsibilities, devise a schedule, and plan its work; however, each team member is expected to participate in some capacity in each project activity. All team members receive the same **partial score** (assigned by the instructor) plus a **partial score** assigned by team consensus. Graduate students will serve as project sponsors and they are your primary point of contact for technical, team operation, and aesthetic issues. (30 points)

Multimedia projects include the following items:

- Front-end analysis (introduction and overview, project goal statement, audience analysis, and timeline).

⁴ “Do ya feel lucky? Well do ya punk?” Clint Eastwood (*Dirty Harry*)

- Storyboard addressing and ordering the elements of the multimedia presentation slide-by-side or scene-by-scene, including colors, typefaces and sizes, formatting, notation of content, use of animation, sound, video, and graphics.
- Memorandum report evaluating project design decisions and production outcomes.
- Presentation with oral summation, addressing problems and solutions, and lessons learned.

3. **Digital story individual project.** Students plan, design, produce, and present a multimedia presentation using an online technology of choice (MS MovieMaker, MS Photo Story, Premiere, Flash, MS Producer, Articulate, Captivate, Camtasia...). Topics are student selected. Presentations are **strictly limited to three to five minutes** (30/25 points)

Digital stories include the following items:

- Storyboard (3 X 5 cards) addressing and ordering the elements of the multimedia presentation slide-by-side or scene-by-scene, including colors, typefaces and sizes, formatting, notation of content, use of animation, sound, video, and graphics.
- In-class online presentation with oral summation, addressing problems and solutions, and lessons learned.

4. **Home page.** Each student will plan, develop, and deploy a simple home page; published on SPSU student server space. (5 points)

5. **Lab log.** Students are required to document **at least 50 hours** of lab work (work related to class projects that you do outside actual class hours—in a lab, at home, or at work— counts as lab time). The log should document time invested in mastering all aspects of multimedia development. Logs must be printed. (5 points)

Lab log format:

Date	Begin time	End time	Activity

6. **Participation and contributions to classroom and online (discussion board) discussions.** This is an important element in the conduct of the course, and will be graded subjectively by instructor impression of overall student performance in this area. Both extent and quality of participation in class dialogue will determine the score, to be awarded at midterm and at the end of the course. It **is not possible to participate in a class you do not attend**, and attendance affects participation score. (10 points)

☞ Caution: Score in this area is primarily determined by the **quality** of contributions. The best advice is that no student should either dominate or abstain. “Attaboy/girl” postings do not count. Keeping abreast of reading assignments will be evident in participation in online and classroom discussion.

7. **Final Exam** Instructor discretion. To avoid this unsavory outcome, class must persuade instructor that reading has been faithfully done.

Graduate Students

8. **Article Reviews/Reflections and presentations** (graduate students, only). Read and summarize two recent professional articles of interest to you and that are related to the goals and objectives for this class. The purpose of this assignment is to ensure that we are considering the “state of the art” of multimedia development, and that you know where to locate relevant literature. Include complete bibliographic data (APA), a **brief** summary of the content, and a **reflective** statement regarding its meaning. The **reflection portion of the report is most important** (at least two-thirds of the paper). These reviews are posted on the course D2L site as PDF or Word DOC files. Reviews are limited to two pages. **Present a five-minute summary** of your papers to the class—teleconference, live, or narrated online. (10 points each)
9. **Multimedia project sponsorship** (graduate students, only). Serve as authentic project sponsor for undergrad team multimedia project(s). Details to be provided. (20 points)
10. **Multimedia theory presentations** (graduate students, only). Prepare and deliver brief theory presentations on topics to be assigned. Delivered as narrated online elements. (30 points)

GRADING

<i>Item</i>	<i>Point Value TCOM 4045</i>	<i>Point Value IDC 6045</i>
Adopt-a-Technology	20	
Group Multimedia Project	30	
Digital Story Individual Project	30	25
Home page	5	5
Lab Log	5	
Classroom, Lab, & Online Participation	10	
Article Reviews/Reflections & Presentation		20
Project Sponsorship		20
Multimedia Theory		30
Total	100	100

The grading system is based upon regular and active participation in classroom activities and the completion, on time, of all assignments. Any assignment turned in late will be subject to a 10% grade reduction for each late day, or portion.

<i>Grade</i>	<i>Points</i>
A	93 – 100
B	83 – 92
C	73 – 82
D	63 – 72
F	< 63

TEXTS

Undergraduate

Villalobos, R. (2007). Exploring multimedia for designers, Florence, Kentucky: Delmar Cengage Learning.


Graduate

Costello, V. (2012). Multimedia Foundations: Core Concepts for Digital Design. (E. Youngblood & S. Youngblood, Eds.) (1st ed.). Focal Press.

TECHNICAL REQUIREMENTS

This is an Internet-supported course. At a minimum, the student must have:

- Regular access to the World Wide Web, via either home computer connection or institutional equipment.
- Email is provided to all Southern Polytechnic State University students and this is the only email address the instructor will use to communicate with you (we will not use D2L's email feature). You may set your SPSU email account to forward to another email address.
- Regular access to a computer with processing speed, local storage, graphics capability, word processing software, and other hardware, software, and performance elements appropriate for graduate students using current Internet browsers.
- Microsoft *PowerPoint* (Windows or Macintosh)
- A CD-R
- A USB drive

 Note: Keep a copy of your files on your USB jump drive or other media; **do not leave your files on laboratory machines.**

CLASSROOM & LABORATORY FACILITIES

Room	Resources
Library	Knowledge Commons Lab (kCommons) is the general use lab in the Library.

	There are many Windows PCs and a few iMacs available. Paid printing services are also in this area.
J-212	The ECTMA dept. graphics laboratory has Adobe Master Suite and some Apple Professional Software titles including Aperture 2 and Final Cut Studio. The room also has scanning and CD recording facilities. Check hours of availability and policy for access and use.
H-240	Student Walk-up help desk. Staffed from 8:00AM-8:00PM to assist students with technical problems that have to do with their accounts, access to resources or their personal technology.
	http://helpdesk.spsu.edu The online portal to submit help tickets for assistance with Email, account and access problems.

👉 Do not download and open ANY applications on computers in any lab.

TECHNICAL SKILLS

Successful participation in this course assumes that the student arrives with a basic set of computer-related technical skills, including but not limited to the following:

- Keyboarding and mousing⁵
- Connecting to the World Wide Web (WWW); using an Internet browser, including navigating, searching, bookmarking, downloading and uploading files.
- File management (opening, saving, sharing files such as word processing files and PDF files)
- Email application (receiving, reading, printing, composing, sending, managing email messages and attachments)
- Technical trouble-shooting⁶

These skills will not be addressed in this course, except incidentally, and the student must assume responsibility for mastering them. Southern Polytechnic University, various tutorials and technical resources on the WWW, and major bookstores are suggested as resources for self-directed learning. Fellow students are often an excellent resource for help with technical matters.

In addition, mastery at the early intermediate level of the following technologies is required to successfully participate in this course:

Software:

Microsoft *Powerpoint*

Adobe *Photoshop* or similar graphics editor

Movie editing applications such as Microsoft *Movie Maker*, Apple *iMovie* or similar

Audacity (or other sound editor)

⁵ Let's go mousing!

⁶ It is almost always something simple and the solution is tenacity.

Hardware:

Scanner
Digital camera
Camcorder

TECHNICAL SUPPORT

Address technical support issues in the following order:

1. <http://spsu.edu/D2L/student.htm>
2. Review the technical pearls discussion thread on the course D2L site.
3. Post a request for help on the course listserv.
4. Sacrifice a chicken, reboot, spit, place tongue in left side of mouth...
5. Email instructor directly.

INTERNET BROWSER

Instructor recommends Google Chrome but most current browsers will be fine.

ADOBE ACROBAT READER

Some course elements are provided in Adobe PDF (Portable Document Format) files, which require Adobe Acrobat Reader. This is a FREE plug-in available for download on the Internet.

- ☞ Note: Some Adobe Acrobat imitators produce PDF documents that are flawed and annoying. PDFs are not created equal.

COURSE LISTSERV

This course provides a listserv for housekeeping purposes. Occasionally, course content messages may also be distributed via the listserv. A listserv is an email application that automatically distributes a single posted message to **all subscribers to the list**. There are two purposes for the course listserv:

1. To provide a professional listserv experience for all TCOM 4-6045 students.
2. To serve as a course housekeeping communications medium. Listservs are simple, reliable technology requiring only email capability.

It is the student's responsibility to:

1. Subscribe to the course listserv (we will attempt to do this first class)
2. Check course email messages frequently (not less than several times per week)

To **subscribe** to the TCOM 4-6045 listserv:

Send an email message to: **listserv@listserv.uga.edu**

omit the subject (if possible)

the message text should be: **subscribe TCOM-4-6045-L *first last***

example: subscribe **TCOM-4-6045-L** Lady Gaga⁷

The listserv will return a confirmation. Follow listserv instructions in this message to finalize your subscription.

To **post** a message to the TCOM-4-6045 listserv:

Send the email message to: **TCOM-4-6045-L@LISTSERV.UGA.EDU**

Further information about USG listservs may be found at:

<http://listserv.uga.edu/>

- ☞ Replying to a message from the course list sends your message to the instructor and every student on the list.
- ☞ Messages on the list are not spam. Posting to the list permits instructor to respond to a question once for everyone in the course.

The course listserv will be deactivated when the course ends. It is not necessary to unsubscribe.

D2L

Click the GaView/D2L link from the SPSU home page.

In most cases students are automatically enrolled in D2L via the Banner system.

The D2L website is a focal point of this hybrid course. An essential first task is to visit the course website, browse, and become familiar with the tools and resources. It is important to visit the course website frequently, not less than several times each week. Housekeeping messages as well as content are placed here and the student is responsible for keeping abreast. Not all D2L options will be used in this course. Particularly important are the following online elements:

- Syllabus — the latest iteration is available as a website page and as a downloadable, printable PDF file. The syllabus is likely to change as this course develops and incorporates student feedback. It is the student's responsibility to ensure that he/she has the current syllabus.
- Student grades — password-protected and private. Official grade book resides on a private Excel file on instructor's PC.

⁷ You are not Lady Gaga.

- Course resources — some specific for this course. Also general resources for online students in instructor's many stellar courses.
- Discussion boards — for asynchronous, threaded discussions on class management and content topics. This is an important part of the course and meaningful participation contributes to the final grade.
- Email link to instructor — This course will **not** use D2L's email feature.

TELECONFERENCING

At this writing the tool and its use are uncertain. We WILL use teleconferencing in the course for subject matter expert presentations and possibly student work.

ARTICULATE/FLASH

Some course sessions will be delivered using Articulate, a technology that renders high fidelity, narrated PowerPoint presentations as Flash files to be delivered over the Internet. These should be accessible using either Windows or Macintosh platforms, with most contemporary browsers. Be sure to install the latest Adobe Flash Player.

ELECTRONIC RESERVES

Some documents required in this course are placed on electronic reserve, courtesy SPSU's Lawrence V. Johnson Library. To access an electronic reserve document:

1. Point your browser to <http://gil.spsu.edu>
2. Choose search course reserves
3. Under instructor field choose Hopper
and under course field choose the course number
4. Choose the title location in "Electronic Reserves"
5. Click the blue highlighted e-item title
6. Enter the password: (obtained from Gil Request)
7. **These are PDF files, which you can download and print.**

POLICES

This is intended to be a highly interactive course that depends upon your active participation during every class meeting. This is also a course that is structured to maximize learning from your peers as well as from your instructor. If you miss a class, or arrive late, you are not available to learn from nor contribute to others in this class. As a result, much of what is missed cannot be "made up". Tardiness and absences are subject to reduction in the participation score, and the enduring wrath of the otherwise mild-mannered instructor.

Students with Disabilities who believe that they may need accommodations in this class should contact the counselor working with disabilities at 678.915.7244 right away to better ensure that they get the help they need quickly.

PLAGIARISM

Plagiarism is the act of representing someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero for the assignment and, possibly, a failing grade in the course. Be aware that current Internet search engines can quickly identify almost any previously published document.

CORPORAL PUNISHMENT

A student who misses the presentation of a guest speaker will be beaten to a bloody pulp. However, if SPSU's legal department objects to this consequence, an equivalent, less violent substitute will be devised.