



Institute for Multimedia Literacy  
School of Cinematic Arts  
University of Southern California  
746 W. Adams Blvd  
Los Angeles, CA 90089  
<http://iml.usc.edu> || 213.743.4421

## IML 140: WORKSHOP IN MULTIMEDIA AUTHORING DIGITAL MEDIA FOR BUSINESS



Spring Semester 2012  
Location: Taper Hall B6

Professor: Jerry Cohen  
Email: [jerryscohen@gmail.com](mailto:jerryscohen@gmail.com)  
Office: office hours by appointment

Open to all students: 2 units  
Class Portal: <http://iml.usc.edu/index.php/iml-portal>

### COURSE DESCRIPTION

At this very moment, business executives across the globe are at conferences, in corporate boardrooms, and on Skype calls are trying to figure out what new media is and strategies for using it to make their companies more successful. Business models and marketing methods are changing as the role of media and technology become more important in the daily lives of consumers.

IML 140: Media for Business introduces multimedia as a critical and creative tool that functions to enhance traditional forms of academic work. Multimedia work undertaken in this particular section of IML-140 will center on the study of multimedia authoring tools, methods and strategies applied to general business goals. Students will come up with a business concept for

## IML 140 – WORKSHOP IN MULTIMEDIA AUTHORING

the course and develop a general branding and marketing concept using multimedia authoring tools to pitch to a venture capital firm.

The first portion of the class will focus on the importance of design and presentation in defining and pitching a business concept. The second portion of the class will introduce students to various multimedia authoring tools as a way to showcase what the future of business presenting and marketing tools might look like. The third portion of the course will focus on the production of a digital portfolio to help students present their ideas and the projects produced in the course.

## REQUIRED READING

- Reynolds, Garr. *Presentation Zen: simple ideas on presenting design.*
- All readings are either provided as a URL or posted on the course wiki

## RECOMMENDED READING

- Tufte, Edward. *The Cognitive Style of PowerPoint.*
- Fried and Hannson. *Rework.*
- Feld and Cohen. *Do More Faster: TechStars Lessons to Accelerate Your Startup*

## GRADING BREAKDOWN

- |  |     |
|--|-----|
| • Homework   | 25% |
| • Corporate Identity Project: Brand, Logo and Tagline  | 20% |
| • Website Project: Creating a Website for Your Company | 10% |
| • Final Project: Investor Presentation and Commercial  | 25% |
| • Participation  | 20% |

### Class Participation

New venture creation is a collaborative effort, which requires tremendous peer feedback. As such, class participation is vital to the success of the course. The frequency and quality of the student's in-class participation will affect the Participation grade.

## SOFTWARE PROFICIENCY

In order to participate fully in lab activities, students are expected to develop sufficient skills for working in the software assigned to the course, and it is vital that students keep up with the exercises and skills as the semester advances. While technical skills will be developed and honed during workshop time, students are encouraged to continue their learning and practice with the software outside the workshop as much as possible.

Note that the software proficiency expectations point to the minimum skills that are required to complete the assigned exercises and projects. The lab assistants, however, are equipped to provide help with multimedia resources above and beyond these minimum requirements, and students are free to take advantage of this expertise if they are interested in learning more advanced features or programs.

## WORKSHOP SECTIONS

The workshop sections are designed to give students hands-on skills in multimedia authorship for effective audio-visual expression and presentation. The workshop will focus on developing skills in these specific core media literacies:

**DIGITAL LITERACY**, which refers to a proficiency with basic tools of digital authoring and an understanding of storage, backup, compression, file types, naming conventions, etc.

**NETWORK LITERACY**, which refers to the ability to use network-based software for sophisticated participation in online communities.

**DESIGN LITERACY**, which refers to the ability to use appropriate design principles in service of critical goals, as well as the ability to control and articulate the relationship between form and content.

**ARGUMENTATION**, which refers to the ability to use multimedia to develop and express a persuasive thesis and the effective use of evidence and complex thinking in constructing an argument.

**RESEARCH LITERACY**, which refers to the ability to perform effective, critical online research; knowledge of academically appropriate protocols for selection, citation and attribution of electronic source materials; and knowledge of fair use and copyright issues.

## **POLICIES**

### **FAIR USE AND CITATION GUIDELINES**

We assert that all IML course work is covered under Fair Use, since it's educational in nature. All projects must include academically-appropriate citations in the form of a Works Cited section which covers all sources, in order to receive a passing grade. The Works Cited is either included within the project or as a separate document, as appropriate to your assignment. The style we use is APA 5th edition and you may refer to these guidelines:

<http://owl.english.purdue.edu/owl/resource/560/01/>

### **ACADEMIC HONESTY**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at:

<http://www.usc.edu/student-affairs/SJACS/>.

### **STATEMENT FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.