

IML 140: Workshop in Multimedia Authoring
Digital Media for Business: The Mobile Experience

Fall 2012

2 units

EGG A

Class Portal: <http://iml.usc.edu/index.php/iml-portal>

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Office: office hours by appointment

COURSE DESCRIPTION

Mobile applications are expected to generate \$15.9 billion-worth of spending in 2012, igniting the imagination of brands and spurring the development of rich, compelling, interactive mobile apps and mobile websites to capture the attention of the consumer through the always-on device in their pockets.

"IML 140 Media for Business – The Mobile Experience" provides an in-depth analysis of the intersection of mobile, multimedia and business by teaching the tools and methods for delivering a successful mobile web and app experience. Students need no prior experience with app development, as this course is meant to be introductory. Throughout the course, students will utilize the latest development tools to design and deliver their own commercially viable mobile application, culminating in Apple App store submission and approval by the end of the semester. The class will also cover the use of social networking and viral marketing to promote their application to the marketplace.

REQUIRED MATERIALS

- All required readings will be accessible via the course wiki
- USB 3.0 flash drive – 16GB recommended

COURSE STRUCTURE

Grading in this course will be split in two categories:

- Individual participation: Throughout the semester, readings will be assigned and the class will attend guest speaker sessions (scheduled during regular class time) In class discussion of these readings and guest speaker sessions are strongly encouraged.
- Group Projects: The class will be split into groups that will research, conceptualize and develop a mobile application in conjunction with a local business, non-profit or charity. The application must be informed by the design language and goals of the business. Groups will periodically present progress to the class. Each student in the group should present an aspect of the project.

COMMUNICATION

Please check your email and the class wiki regularly. Emails and wiki posts will include follow-ups to in-class discussions, schedule updates, and meeting management. The wiki may be found by following the IML Portal link at <http://iml.usc.edu>. Feel free to use the wiki and its included blog area to contribute to the class' ongoing discussions.

GRADE BREAKDOWN

- | | |
|--------------------------|-----|
| • In Class Participation | 20% |
| • Group Presentations | 20% |
| • Group Project | 60% |

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.

EVALUATION

In general, you will be graded using these criteria:

Conceptual Core

- The project's controlling idea must be apparent.
- The project must be productively aligned with one or more multimedia genres.
- The project must effectively engage with the primary issue/s of the subject area into which it is intervening.

Research Component

- The project must display evidence of substantive research and thoughtful engagement with its subject matter.
- The project must use a variety of credible sources and cite them appropriately.
- The project ought to deploy more than one approach to an issue.

Form and Content

- The project's structural or formal elements must serve the conceptual core.
- The project's design decisions must be deliberate, controlled, and defensible.
- The project's efficacy must be unencumbered by technical problems.

Creative Realization

- The project must approach the subject in a creative or innovative manner.
- The project must use media and design principles effectively.
- The project must achieve significant goals that could not be realized on paper.

POLICIES

Fair Use and Citation Guidelines

We assert that all of our course work is covered under the Doctrine of Fair Use. In order to make this claim, however, all projects will need to 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 in the project or as a separate document, as appropriate to your project. The style we use is APA 5th edition and you may refer to these guidelines:

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

Statement on Academic Integrity

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 (or to TA) 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.

Emergency Plan

In the event that classes cannot convene at the university, all IML courses will continue via distance education. Specifically, the IML portal and course wikis will be deployed to enable faculty-student interaction (asynchronously and also via virtual office hours), complete syllabi, course readings and assignments, software tutorials, project assets, parameters and upload instructions, peer review processes and open source alternatives to professional-level software used in the IML curriculum. Further details are available on the course wiki.