

## **IML 140: Workshop in Multimedia Authoring Digital Media for Business**

Spring 2013  
2 units  
Taper Hall B6  
Class Portal: <http://iml.usc.edu/index.php/iml-portal>

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Office: office hours by appointment

### **COURSE DESCRIPTION**

20 years ago, if you wanted to meet your friends for a movie, you made plans 2-3 days in advance. When Friday night came, you went to the theater. If the movie was sold out, you actually had to wait for everyone to get there to make new plans. Of course, this would never happen today; you can tweet, Facebook, text in real-time. In fact, you are probably not even going to the theater. You are watching YouTube videos at home and conversing with friends over social media. Movie theaters would love you to be stuck in the 1980's.

The world is still catching up to the 21st century! Today, you can scan the bar code for a Bluetooth headset at Best Buy and buy it from a competitor on your iPhone while standing in the aisle at Best Buy! Digital communication and digital media are interwoven into our lives and transforming society and the economy at an increasingly fast pace. You have a tremendous opportunity to learn the skills and tools necessary to differentiate yourself in this new economy. You can make a difference in shaping the world of tomorrow.

IML 140: Digital 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.

In the first part of the course, students will develop a business idea and become trained in "traditional" digital media authoring tools, which they will then employ in the second part of the class to develop a brand concept and corporate identity for their business. In the third portion of the class, students will learn "new media" tools and create promotional and marketing materials to present their ideas to their target customers and prospective investors. This class is designed to be introductory. No previous digital media or business training is required; however, basic computer proficiency is expected.

### **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
- USB 2.0 Flash drive (minimum 4GB)

### **RECOMMENDED READING**

- Tufte, Edward. *The Cognitive Style of PowerPoint*.
- Fried and Hannson. *Rework*.
- Ries, Eric. *The Lean Startup*.

## 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.

## ASSIGNMENTS

• Homework	20%
• PowerPoint Presentation of Business Idea or Project	20%
• Corporate Identity Project: Brand, Logo and Tagline	15%
• Website Landing Page	5%
• Quiz	10%
• Commercial	20%
• Participation	10%

## 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.

Projects assigned in this course provide students with the experience of authoring multimedia presentations for business applications. Students will be introduced to variety of multimedia tools, which are often referred to as “old” and “new” media to develop technical skills and competencies within this context. This course will also analyze these multimedia tools from the context of the business world in which they are commonly used.

Throughout the semester, students will use social software and networked communication technologies as collaborative tools for the collective generation and dissemination of teaching materials and resources. The class will use a wiki and create a blog to which content will be posted throughout the semester.

## **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.

## **WEEKLY SCHEDULE**

The following weekly schedule is subject to change. Please consult the course wiki for the most current information, assignments and due dates.

### **Section 1: From Concept to Pitch**

#### **Week 1**

Class Introduction | Branding  
Tools: Wiki, Blog, Prezi Part I

#### **Week 2**

Digital Communication Framework  
Tools: PowerPoint, Prezi Part II

#### **Week 3**

Presentation Design  
Tools: Photoshop Part I

### **Section 2: Creating Your Brand**

#### **Week 4**

Brand and Logo Design  
Tools: Photoshop II

#### **Week 5**

Brand and Logo Design (cont.)

#### **Week 6**

In-Class Presentations

Tools: PayPal, LinkedIn

**Week 7**

In-Class Presentations (cont.)

**Section 3: Digital Promotion**

**Week 8**

Web Design

Tools: HTML, Web

**Week 9**

Creating a Commercial

Tools: Video Editing I

**Week 10**

Social Media

Tools: Twitter, Bitly, Facebook

**Week 11**

The Power of Video

Tools: Video Editing II

**Week 12**

Quiz

In-Class Work Time

**Week 13**

In-Class Work Time

**Week 14**

Progress Presentations and Feedback

In-Class Work Time

**Week 15**

Commercial Due

Screening of commercials

**FINAL EXAMINATION**

Final Presentations