

IML 140: Workshop in Multimedia Authoring The Web, Digital Media and Creative Culture

Fall 2013
2 units
Thursdays, 2:00 – 3:50 pm
SCI L105

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Office Hours TBA

COURSE DESCRIPTION

Journalists and cultural theorists are calling young adults today “The New Creative Class”, in part because The Web has become a tool for both professional development and a platform to express our personal identities. What does this mean to students starting their academic careers and preparing to enter the work force? How does growing up in an environment immersed in media, technology, and web-based social networks make you different from college grads before you? What do you need to know to use the “Creative Class” moniker to your advantage?

The purpose of this course is twofold: the first is to participate in a scholarly discussion about the Web’s role in our culture, and second: to use the web to produce and showcase our points of view. This class will give students hands-on experience with a wide range of multimedia authoring tools of and provide a framework to critically engage with the web as both a technology and cultural product.

REQUIRED MATERIALS

- All readings are either provided as a URL or posted on the course wiki
- An external storage device at least 32GB

RECOMMENDED READING

- Brazell, Aaron. WordPress Bible. Wiley Publishing Inc., 2010. ISBN 9780470568132
- Reynolds, Garr. Presentation Zen: simple ideas on presenting design. Berkeley: New Riders, 2008. ISBN 9780321525659
- Dabbs, Alistair. The Digital Designer’s Bible. Collins Design, 2005. ISBN 780060588328
- Jenkins, Henry. Convergence Cultures. New York University press, 2006. ISBN 9780814742815
- Latterell, Catherine G. Remix: reading + composing culture. Bedford/St. Martin’s; Second Edition, 2009. ISBN 9780312476687
- Lupton, Ellen. Graphic Design: the new basics (online resource)
<http://libproxy.usc.edu/login?url=http://site.ebrary.com/lib/uscsid/Doc?id=10343588>

ASSIGNMENTS

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| • Assignment 1: WordPress Blog | 15% |
| • Assignment 2: Remix Video | 20% |
| • Assignment 3: Digital Portfolio/Dreamweaver site | 25% |

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| • Assignment 4: Javascript Project | 10% |
| • Homework Assignments | 10% |
| • Participation | 10% |

Assignment 1: WordPress Site. This assignment stresses the digital, design, and network literacies outlined in this syllabus. Each student will use WordPress.com to create a web blog that incorporates design principles discussed in class. One of the most useful applications of WordPress is in its ability to easily incorporate social media plug-ins, so a requirement of this assignment is to incorporate at least five “social” plug-ins into the site. For more details see course wiki.

Assignment 2: Remix Video. This assignment explores the fundamentals of thinking visually and stresses the argumentation, digital, and design literacies outlined in this syllabus. Each student will produce a “remix” or “mash-up” video using found material from the web or other sources to construct his/her point of view about a specific topic or text. Remix videos must have a clear narrative and use methods discussed in class to construct a cogent visual argument through editing. See details on the course wiki.

Assignment 3: Dreamweaver Site. Each student will produce a web-based digital portfolio using Dreamweaver to house the projects created in this course. Although this class doesn’t focus on teaching web-authoring code, this project will show students how to produce a website “from the ground up” and how to incorporate “web 2.0” tools into the site. See course wiki for project details.

Assignment 4: Javascript Project. This project expands upon the remix project and stresses the research, design, and digital literacies outlined in the course syllabus. Each student will use Popcorn.js, an HTML 5 media framework, to construct a dynamic web-based works cited project to accompany the remix video already produced in this class. The goals of this assignment are to think through and exhibit the sophistication that goes into producing an argument through remix. It also gets us into HTML 5 and discussion about “web 3.0”. See course wiki for project details.

Homework. Throughout the class students will be expected to post - textually, graphically, and using video - to the course Wiki and blog. The instructor will post general questions about the readings and students must post answers before each class session to receive credit for the final course grade. See course wiki for questions and assignment specifics.

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.