

**IML 140**  
**Workshop in Multimedia Authoring:**  
**Digital Media for the Entrepreneur**

Spring 2014  
2 units  
Wednesdays, 6:00 - 7:50 pm  
SCI L105

Professor: Jerry Cohen  
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Office Hours TBA

**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 21<sup>st</sup> 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. 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 MATERIALS**

- Reynolds, Garr. *Presentation Zen: Simple Ideas on Presenting Design*
- USC 2.0 flash drive (minimum 4GB)
- All other readings are either provided as a URL or posted on the course wiki.

## RECOMMENDED READING

- Blank, Steve. *The Startup Owner's Manual*.
- Tufte, Edward. *The Cognitive Style of PowerPoint*.
- Fried and Hansen. *Rework*.

## ASSIGNMENTS

|   |     |
|---|-----|
| • Homework and Reading (On Course Wiki) | 10% |
| • Class Participation                   | 10% |
| • Photoshop/Prezi Project               | 20% |
| • PowerPoint Presentation               | 20% |
| • WordPress Project                     | 10% |
| • Commercial                            | 30% |

## POLICIES

### Fair Use

Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. The MAP program seeks to apply a reasonable working definition of fair use that will enable students and instructors to develop multimedia projects without seeking authorization for non-commercial, educational uses. In keeping with section 107 of the Copyright Act we recognize four factors that should be considered when determining whether a use is fair: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work. In general, we regard the reproduction of copyrighted works for the purposes of analysis or critique in this class to be covered by the principle of fair use.

### Citation Guidelines

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.

### **Disruptive Student Behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

## **WEEKLY SCHEDULE**

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

### **Week 1**

Class Intro  
*PowerPoint*

### **Week 2**

Brand Identity

### **Week 3**

Designing a logo for your product or company  
*Photoshop*

### **Week 4**

Image Editing  
*Photoshop*

### **Week 5**

Weaving a story through images  
*Prezi*

### **Week 6**

Sharing your story  
*WordPress*

### **Week 7**

Social Media and Web Publishing  
*Social Media*

**Week 8**

Getting to the point: fast, effective, multimedia communication  
*PowerPoint*

**Week 9**

In-Class Presentations

**Week 10**

In-Class Presentations

**Week 11**

Crafting a multimedia story

**Week 12**

Authoring a commercial for your product  
*Snapz*

**Week 13**

Video Editing  
*iMovie*

**Week 14**

In-Class Work Day

**Week 15**

Commercial Screening

**FINAL EXAMINATION**

FINAL PROJECT DUE