USCSchool
of Cinematic Arts
Media Arts + Practice Division

IML 140
Workshop in Multimedia Authoring:
Digital Media for Business

Spring 2014   Professor: Marc Fernandez
2 units   Email: emfernan@usc.edu
SCI L105   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 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. 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.

This class is designed to be introductory. No previous digital media or business training is required; however, basic computer proficiency is expected.

REQUIRED MATERIALS

- USC 2.0 Flash drive (minimum 4GB)
- All other readings are either provided as a URL or posted on the course wiki.

RECOMMENDED READING

- Tufte, Edward. *The Cognitive Style of PowerPoint*.
- Fried and Hansen. *Rework.*
- Ries, Eric. *The Lean Startup.*
- Reynolds, Garr. *Presentation Zen: Simple Ideas on Presenting Design*

ASSIGNMENTS

- **Homework and Reading (On Course Wiki)**   10%
- **Class Participation**   10%
- **Agency Project**   10%
- **Portfolio Project**   10%
- **Client Project**   10%
- **Final Presentation**   50%

Homework and Reading. In Class lab projects and the final projects are considered homework. Occasionally, the instructor may assign homework and readings that are not listed in this syllabus. Completion of homework assignments will affect the student's Homework Grade.

Class Participation. New venture creation is a collaborative effort. Simulating this effectively in a classroom setting requires active class discussions. 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.

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
Intro
Digital Me Assignment

Week 2
In-Class Presentation of Digital Me Assignment
Reading: The Evolution of Content Marketing Agencies

Week 3
Groups Form + Agency Brainstorm
Reading: Branding and Identity

Week 4
Brand + ID + Logo
Develop ID + Logo + Logotype

Week 5
Adobe Premiere
Develop Video Concept

Week 6
Wix + VuVox + Video
Develop Agency Video

Week 7

Kickstarter + Product Brainstorm
Finalize Product Concept

Week 8
Build Tumblr Kickstarter Page + Infographics and Data Visualization
Finalize Kickstarter Page Layout

Week 9
Kickstarter Video
Finalize Kickstarter Video + Select Client

Week 10
Client Marketing Proposal
Develop Proposal

Week 11
Client Marketing Development
Client Marketing Execution

Week 12
Client Marketing Development
Client Marketing Execution

Week 13
In-Class Work Day

Week 14
Final – Dry Run

Week 15
Final – Dry Run

FINAL EXAMINATION
FINAL PRESENTATIONS