

IML 140
Workshop in Multimedia Authoring:
Digital Storytelling and Media Production

Spring 2014
2 units
Thursdays, 11:00 am – 12:50 pm
SCI L105

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Office Hours TBA

COURSE DESCRIPTION

IML 140 introduces multimedia as a critical and creative tool that functions to enhance traditional forms of academic work. Students will learn basic skills in multimedia authoring and complete the course having acquired proficiency in several core, media-based literacies described below. Multimedia work undertaken in this particular section of IML-140 will center on opportunities to use visual argumentation, and web-based research in order to convey ideas related to your courses of study through short documentary-style videos. Student multimedia projects will emphasize audio-visual argumentation, data visualization, information design, sound design, and images with textual annotation.

The projects for this course provide students with the experience of authoring multimedia. Students will develop a variety of technical skills and competencies within this context.

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 create a wiki to which content will be posted throughout the semester.

REQUIRED MATERIALS

- Individual external hard drive
Size and price can vary (see “SCA Approved and Supported Hard Drives on Student Resources wiki)
- All other readings are either provided as a URL or posted on the course wiki.

RECOMMENDED READING

- Anthony Q. Artis, *The Shut Up and Shoot Documentary Guide: A Down & Dirty DV Production* (Focal Press, 2007)
- Walter Murch, *In the Blink of an Eye* (Silman-James Press, 2001)
- John Burkhart and Editors of Videomaker Magazine, *The Videomaker Guide to Video Production, Fourth Edition* (Focal Press, 2007)
- Michael Rabinger, *Directing the Documentary, Fifth Edition* (Focal Press/Elsevier, 2009)

ASSIGNMENTS

Attend all classes and be prepared to speak critically about your work, your classmate's work, and ongoing dialogues in new media, other disciplines, and critical subjects that interest you. During critiques we will view/read/discuss work produced for the class and in-class engagement is particularly emphasized. Grading will be based on weekly assignments, projects, and participation.

- **In-Class Participation** 15%
- **Exercise #1: Wiki Use** 5%
- **Exercise #2: Zotero Works Cited** 5%
- **Exercise #3: Final Project Proposal** 10%
- **Project #1: Audio Soundscape** 15%
- **Project #2: Video Portrait** 20%
- **Project #3: Final Video Project** 30%

Exercise #1: Wiki Use. Following protocols discussed in class, students will upload materials to the course wiki including text, an image, and video.

Exercise #2: Zotero. Students will create a works cited document using Zotero.

Exercise #3: Final Project Proposal. Students will create an outline, storyboard, and production plan for their final project.

Project #1: Audio Soundscape. Using a single image, students will create a 2-minute audio soundscape that integrates sound effects, voice over, and music. The goal is to bring the picture to life, enhancing the world represented through the photographer's lens. Feel free to be as experimental as you want.

Project #2: Video Portrait. Students will create a brief (3-4 minute) biographical or autobiographical video about a person. These videos are character studies or "portraits" of the person chronicled, meaning they are designed to let the viewer into the person's subjectivity or point of view. This can be achieved through both the content and style of the piece. Feel free to be as experimental as you want.

Project #3: Final Video Project. Students will create a 6-8 minute documentary video essay that fully supports a topic of their choosing. This video will use the tools and techniques covered in class and fully explore their topic, providing a visual argument and solution to the topic. This project can be completed in groups of up to 2 students.

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

Overview of course and access to lab equipment, facilities, web portal, and wiki.

Exercise #1: Overview of Wiki and its uses (due week 2)

Project #1: Overview of Single Image Audio Soundscape (due week 3)

Week 2

Discuss photo options for Project #1. Overview Audacity as an audio editing and recording solution, and how to find and download music, sound effects for use in project.

Week 3

Class Presentations of Project #1.

Introduce the formal aspects of media (with an emphasis on documentary films) and how meaning is constructed. Including a review of sample video portraits.

Project #2: Overview of Video Portraits (due week 7)

Week 4

BASIC CAMERA OPERATION – Framing, Lighting, Capturing Sound, Workflow

Week 5

Prof. Elizabeth Ramsey will overview Zotero and its use for research.

Exercise #2 – Creating works cited using Zotero (due week 6)

Week 6

BASIC EDITING: Capturing & Logging, Project Set-up, Editing Techniques.

IN CLASS LAB – Work on Video Portrait

Week 7

IN-CLASS PRESENTATIONS PROJECT #2: Video Portraits - Peer Reviews

Project #3: Overview of Documentary Video Project (due week 16)

Week 8

RESERVED FOR IN-CLASS PRESENTATIONS PROJECT #2 – pt. 2

A review of the ethical choices in documentary filmmaking, representation of subjects, and overall support of visual argument. Additional topics to discuss include thinking visually, stylistic choices, visible evidence in documentary filmmaking, ideation, and the production process.

Exercise #3 – Final Project Proposal (due week 10)

Week 9

EFFECTIVE DIGITAL RESEARCH: THIRD PARTY SOURCES Identifying, locating, ripping, capturing and working with third party sources, including an introduction on copyright and Fair Use for filmmakers and scholars. We'll also assign settle on groups for final project.

Week 10

FINAL PROJECT UPDATE – Present Final Video Project Proposals to the class.

Week 11

INTERMEDIATE CAMERA – Interview Techniques, B-roll, Composition, Manual Functions

Week 12

INTERMEDIATE EDITING –Transitions, Key Frames, Color Correction

SOUND DESIGN – Dialogue, Music, Sound Effects, Basic Sound Mix.

IN-CLASS LAB In-Class production time to work on Final Video Projects

Week 13

Please use the time to work on your final projects.

Week 14

THE FINAL TOUCH: DELIVERY & FINISHING TECHNIQUES & ARCHIVING Exporting and compression techniques for DVD and the Web

IN-CLASS LAB In-Class production time to work on Final Video Projects

Week 15

IN-CLASS LAB – Time to Edit/Finesse/Export Final Projects

FINAL EXAMINATION

FINAL PRESENTATIONS