USC School
of Cinematic Arts
Media Arts + Practice Division

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

Spring 2014   Professor: Michael Bodie
2 units   Email: mbodie@cinema.usc.edu
Tuesdays, 10:00 – 11:50 am   Office Hours TBA
SCI L105

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.

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 and provide a framework to critically engage with the web as both a technology and cultural product.

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.

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**   10%
- **Exercise #1: Introduce Yourself Visually**   5%
- **Remix Treatment**   5%

- **Exercise #2: Course Flyer**   5%
- **Project #1: WordPress.com Blog**   15%
- **Project #2: Remix Video**   20%
- **Project #3: Digital Portfolio/Dreamweaver Sit**   20%
- **Project #4: Popcorn.js Project**   20%

Project #1: WordPress.com Blog. This assignment stresses the digital, design, and network literacies outlined in this syllabus. Each student will use WorkdPress.com to create a web blog that incorporates design principles discussed in class. One of the most useful applications of WordPress is 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.

Project #2: Remix Video. This assignment explores the fundamentals of thinking visually and stresses the argumentations, 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.

Project #3: Digital Portfolio/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 this site.

Project #4: Popcorn.js Project. This project expands upon the remix video and stresses the research, design, and digital literacies outlined in the course syllabus. Each student will use Popcorn.js, and 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 the assignment are to think through and exhibit the sophistication that goes into producing an argument through remix. It also gets us into HTML5 and discussion about "web 3.0".

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
Introduction to the Course | Overview
IML Portal Registration
Handout Exercise #1: Introduce Yourself Visually
Production: Introduce Yourself to the World, using HTML

Week 2
Exercise #1 DUE
In-class presentations of Exercise #1
Discuss blog ideas (must be social cause)
Handout Project #1: WordPress Blog
Production: Intro to WordPress.com
Demo: Pixlr.com | Aviary.com (blog logo)

Week 3
In-class Discussion - 2 Options for your Blogs

What is Digital Culture? | What is critical design?
What is the relationship between form and content? | Appropriate design, color palette, and image selection.
Production: Class Exercise continue basic HTML Exercise.
Demo: HTML Basics - IML 140

Week 4
What is Web 2.0? | Design and thinking visually.
Production: Introduction to Photoshop
Demo: Complete HTML Workshop
Demo: Prezi.com and Wordle.net
Handout Exercise #2: Course Flyer

Week 5
Handout Project #2: Remix Video
Remix Video Competition Handout:
Demo: Dave Lopez | CSS Introduction w/class lecture and exercise
CSS Workshop

Week 6
Project #1 DUE
Project #2: Remix TREATMENT DUE - upload to wiki by 12pm October 3rd
Discussion: Constructing Visual Arguments | The Audio Mix | Slash/Fiction | Remix | Gathering Sources
Demo: Video Download Helper, Handbrake, Snapz Pro X, Video Grabber, Keep Vid
Demo: Adobe Premiere

Week 7
Exercise #2 DUE - uploaded to wiki
Edit of Remix Video - due next week.
EXERCISE: Use the Powerpoint below to create your own CSS stylesheet

Week 8
Project #2 REMIX VIDEO DUE
In-class screening and Remix Video Feedback

Week 9
Web Design Workflow | Pre-production
Handout Assignment #3: Dreamweaver Digital Portfolio
Demo: Dave Lopez | Beginning Dreamweaver

Week 10
Dreamweaver essentials
Production: Dave Lopez | Intermediate Dreamweaver

Week 11
HTML 5 Media Frameworks | Why are woks cited so important to remix work?

Week 12
What is web 3.0? | What is intertextuality in media production? | What is transmedia storytelling?
Handout Assignment 4: Popcorn Maker
Demo: Popcorn Maker

Week 13
Project #3 DUE
Project Updates | Peer Feedback

Week 14
Final Presentations of Web Portfolio

Week 15
Final Presentations of Popcorn.js Projects

FINAL EXAMINATION
FINAL PORTFOLIO SUBMISSION