



## **TCOM 4-6045 Foundations of Multimedia**

### **Course Syllabus 1.0**

**Fall Semester 2009**

#### **INSTRUCTOR**

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Office Hours (J-345):  
Th 10:00 AM to 3:00 PM  
(also online chat or phone by appointment)

#### **COMMUNICATIONS**

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#### **COURSE LOCATION AND TIME**

Building J Room 212  
Thursday 6:00 PM to 8:45 PM

#### **INTRODUCTION**

This course syllabus provides a general outline or plan for the course. Deviations may be necessary and will be provided in writing in advance of implementation. It is my desire to create a course which best meets your personal and professional goals as these relate to your current competencies in the general area of multimedia in technical communication.

This is the instructor's sixth foundations course on multimedia, and adjustments and changes are to be expected. Student feedback is encouraged and valued. A discussion board for course feedback will be provided on the course WebCT site.

As this is an upper division course largely attended heavily by working professionals, we will be learning together. The instructor will provide a structure for the course plus lecture and reading content, but student discourse and collaborative work are essential in making the course a success. Your professional experience and what you learn as we progress are intended to be major portions of the course.

The substantial contributions of various SPSU technical and support personnel in the development and delivery of this course are gratefully acknowledged.

### **CATALOG DESCRIPTION**

A study of the foundations of multimedia including theory, planning, scripting, storyboarding, and production. Students will submit research work on the theory of multimedia. This course is double-listed for both undergraduate and graduate students. Graduate students will be required to complete additional work that emphasizes theory and research over application. Thus they must demonstrate a higher level of learning than undergraduates.

### **INSTRUCTOR'S DESCRIPTION**

This is an Internet-supported course designed to introduce and practice the fundamentals of multimedia development and delivery. This is a hands-on, collaborative, and highly participatory course requiring students to conduct discourse, reflect, write, and complete projects and assignments to be shared with the class. Students will study and apply all aspects of multimedia production including planning, scripting, and storyboarding to generate projects including elements of text, audio, video, animation, color photographs, and graphic images. The emphasis in this course is on **doing**; successful students will leave the class with the knowledge and experience required to apply multimedia theory, as well as tools and techniques of multimedia production.

### **LEARNING OUTCOMES**

This course provides an introduction and application of the fundamentals of multimedia development. There is latitude for the student to approach the course in a way that best suits his/her background and interests.<sup>1</sup> Overall course goals of this are:

1. Identify, describe, and apply the major skills and tools involved in the typical multimedia development process, including planning, scripting, storyboarding, production, and evaluation.
2. Experience the application of multimedia theory, tools, and techniques to a project in technical communication.
3. Experience a collaborative, project-based learning exercise in multimedia development.

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<sup>1</sup> Some assembly required.

## COURSE SCHEDULE

Week	Date	Topic	Due	Reading
1	8/27	<b>Getting Started</b> <ul style="list-style-type: none"> <li>- Course overview</li> <li>- Course expectations</li> <li>- Course technology</li> <li>- Introductions</li> <li>- Intro to multimedia (KBH)</li> <li>- Form groups</li> <li>- Group workshop</li> </ul>		Chs. 1, 2
2	9/3	<ul style="list-style-type: none"> <li>- Webpages using MS Word &amp; other strategies</li> <li>- Home page group workshop</li> </ul>		Chs. 3, 4
3	9/10	<ul style="list-style-type: none"> <li>- Intro to MS MovieMaker (student)</li> <li>- SPSU webspace (student)</li> <li>- Multimedia skills &amp; teams (student)</li> <li>- Planning a MM project (student)</li> <li>- Storyboarding (student)</li> <li>- Hardware tools (student)</li> <li>- Software tools (student)</li> </ul>		Chs. 8, 11
4	9/17	<ul style="list-style-type: none"> <li>- Multimedia theory 1 (KBH)</li> <li>- Articulate (KBH)</li> <li>- Learner analysis (student)</li> <li>- MM authoring tools (student)</li> <li>- Color (student)</li> <li>- Video (student)</li> </ul>	<ul style="list-style-type: none"> <li>- home page</li> <li>- front-end analysis</li> </ul>	Chs. 6, 10
5	9/24	<ul style="list-style-type: none"> <li>- Animation (student)</li> <li>- Sound (student)</li> <li>- Audacity &amp; sound editing (CIT staff)</li> <li>- Premier &amp; video editing (CIT staff)</li> </ul>	<ul style="list-style-type: none"> <li>- Storyboard (group)</li> </ul>	Chs. 7, 9
6	10/1	<ul style="list-style-type: none"> <li>- Text (student)</li> <li>- Images, scanning, graphics file formats (student)</li> </ul>	<ul style="list-style-type: none"> <li>- reflection paper 1 (graduate students)</li> </ul>	Ch. 5
7*	10/8	<ul style="list-style-type: none"> <li>- Trouble-shooting workshop</li> <li>- Online exercise</li> </ul>		
8	10/15	<b>Showing Our Stuff 1</b> <ul style="list-style-type: none"> <li>- Team project presentations &amp; critique (everyone attends)</li> </ul>	<ul style="list-style-type: none"> <li>- group project folders</li> <li>- lab logs</li> </ul>	Ch. 12
9*	10/22	<ul style="list-style-type: none"> <li>- Designing for the WWW (student)</li> </ul>	<ul style="list-style-type: none"> <li>- confidential memo on</li> </ul>	

\* Campus participation optional

		<ul style="list-style-type: none"> <li>- Intro to graphics tools</li> <li>- Copyright issues in multimedia (student)</li> <li>- Individual project workshop</li> </ul>	group projects	
10	10/29	<ul style="list-style-type: none"> <li>- Intro to Flash</li> <li>- Technology workshop?</li> <li>- Individual project workshop</li> </ul>		
11	11/5	<ul style="list-style-type: none"> <li>- MS MovieMaker workshop (CIT staff)</li> <li>- Taking PPT to the WWW</li> <li>- Individual project workshop</li> </ul>	<ul style="list-style-type: none"> <li>- storyboard (digital story)</li> <li>- reflection paper 2 (graduate students)</li> </ul>	
12*	11/12	<ul style="list-style-type: none"> <li>- Individual project workshop</li> <li>- Online exercise</li> </ul>		
13	11/19	<p><b>Showing Our Stuff 2 (A)</b></p> <ul style="list-style-type: none"> <li>- Individual project presentations &amp; critique (everyone attends)</li> </ul>		
14	11/26	<b>THANKSGIVING HOLIDAY</b>		
15	12/3	<p><b>Showing Our Stuff 2 (B)</b></p> <ul style="list-style-type: none"> <li>- Individual project presentations &amp; critique (everyone attends)</li> </ul>		
16*	12/10	<p><b>Wrapping Up</b></p> <ul style="list-style-type: none"> <li>- Culminating exercise</li> <li>- Course evaluation</li> <li>- Fascinating online exercise TBA</li> </ul>		

☞ Note: Reading assignments must be completed **before** the class sessions begin. If it becomes evident that this is not the case, a final exam will be provided.

## DELIVERABLES

1. **Topical presentation** (undergraduate students, only). Each undergraduate student will prepare and present an instructional section of course content. Topics are devised by the instructor and assigned on a first-come-first-served, student choice basis. Much of the course content is identified and delivered in this way and students are urged to approach this assignment with care. Presentations are intended to overview and supplement reading assignments, and to provide demonstrations and opportunities for questions. (20 points)

2. **Group linear multimedia project.** Each student will join a group tasked with collaboratively planning, designing, producing, and presenting a PowerPoint-based multimedia presentation. Presentations are **strictly limited to ten minutes**. The intent is that all students will have an opportunity to participate in a team project, learning aspects of team dynamics as well as multimedia development. Teams will assign roles and responsibilities, devise a schedule, and plan its work; however, each team member is expected to participate in some capacity in each project activity. All team members receive the same **partial score** (assigned by the instructor) plus a **partial score** assigned by team consensus. Each team member is required to send the instructor a brief **email memo (due Friday 5:00 PM Week 5)** on team progress and status, and communicating any issues requiring instructor awareness or action. (30 points)

Multimedia projects include the following items:

- Front-end analysis (introduction and overview, project goal statement, audience analysis, and timeline).
- Storyboard addressing and ordering the elements of the multimedia presentation slide-by-side or scene-by-scene, including colors, typefaces and sizes, formatting, notation of content, use of animation, sound, video, and graphics.
- Memorandum report evaluating project design decisions and production outcomes. For group projects, **each member also submits an evaluation of the work of each team member**, including the evaluation author.
- Presentation with oral summation, addressing problems and solutions, and lessons learned.

3. **Digital story individual project** (undergraduate students, only). Undergraduate students will plan, design, produce, and present a multimedia presentation using an online technology of choice (MS MovieMaker, MS Photo Story, Premiere, Flash, MS Producer, Articulate, Captivate, Camtasia...). Topics are student selected. Presentations are **strictly limited to three to five minutes** .(30 points)

Digital stories include the following items:

- Storyboard (3 X 5 cards) addressing and ordering the elements of the multimedia presentation slide-by-side or scene-by-scene, including colors, typefaces and sizes, formatting, notation of content, use of animation, sound, video, and graphics.
- In-class online presentation with oral summation, addressing problems and solutions, and lessons learned.

4. **Instructional/marketing multimedia project** (graduate students, only). Details, specs and schedule TBA. Graduate students will work as a team to design, develop, refine, and deploy a Flash technology project for a real world need. (30 points)

5. **Lab log.** Students are required to document **at least 50 hours** of lab work (work related to class projects that you do outside actual class hours—in a lab, at home, or at work— counts as lab time). The log should document time invested in mastering all aspects of multimedia development. Logs must be printed. (5 points)

Lab log format:

Date	Begin time	End time	Activity

6. **Participation and contributions to classroom and online (discussion board) discussions.** This is an important element in the conduct of the course, and will be graded subjectively by instructor impression of overall student performance in this area. Both extent and quality of participation in class dialogue will determine the score, to be awarded at midterm and at the end of the course. It is **not possible to participate in a class you do not attend**, and attendance affects participation score. (10 points)

☞ Caution: Score in this area is primarily determined by the **quality** of contributions. The best advice is that no student should either dominate or abstain. It is expected that keeping abreast of reading assignments will be evident in participation of online and classroom discussion.

7. **Article Reviews/Reflections and presentations** (graduate students, only). Read and summarize two recent professional articles of interest to you and that are related to the goals and objectives for this class. The purpose of this assignment is to ensure that we are considering the “state of the art” of multimedia development, and that you know where to locate relevant literature. Include complete bibliographic data (APA), a **brief** summary of the content, and a **reflective** statement regarding its personal value to you. The **reflection portion of the report is most important** (at least two-thirds of the paper). These reviews must be posted on the course WebCT site as PDF or Word DOC files. Reviews are limited to two pages. **Present a five minute summary** of your papers to the class.(10 points each)
8. **Home page.** Each student will plan, develop, and deploy a simple home page; published on SPSU student server space. (5 points)
9. **Final Exam** Instructor discretion. To avoid this unsavory outcome, class must convince instructor that reading has been faithfully completed. (points to be determined)

## GRADING

<i>Item</i>	<i>Point Value TCOM 4045</i>	<i>Point Value IDC 6045</i>
Topical Presentation	20	N/A
Group Multimedia Project	30	30
Graduate Student Project 2	N/A	30
Digital Story Individual Project	30	N/A
Lab Log	5	5
Classroom, Lab, & Online Participation	10	10
Article Reviews/Reflections & Presentation	N/A	20
Home page	5	5
Total	100	100

The grading system is based upon regular and active participation in classroom activities and the completion, on time, of all assignments. Any assignment turned in late will be subject to a 10% grade reduction for each late day, or portion.

<i>Grade</i>	<i>Points</i>
A	93 - 100
B	83 - 92
C	73 - 82
D	63 - 72
F	< 63

## TEXT

Savage, T. M. and Vogel, K. E. (2008). An introduction to digital multimedia. Boston: Jones and Bartlett

## TECHNICAL REQUIREMENTS

This is an Internet-supported course. At a minimum, the student must have:

- Regular access to the World Wide Web, via either home computer connection or institutional equipment.
- Email is provided to all Southern Polytechnic State University students and this is the only email address the instructor will use to communicate with you. You may set your SPSU email account to forward to another email address.
- Regular access to a computer with processing speed, local storage, graphics capability, word processing software, and other hardware, software, and performance elements appropriate for graduate students using current Internet browsers.
- Microsoft *PowerPoint* (Windows or Macintosh)
- A CD-R
- A USB drive

☞ Note: Keep a copy of your files on your USB jump drive or CD-R disk; do not leave your files on laboratory machines.

## CLASSROOM & LABORATORY FACILITIES

Room	Resources
J-215	Computer lab with Microsoft Office (including PowerPoint), and some multimedia software. Printing services include black and white laser printers and will expand to include a color laser printer during Fall 2007. The computers in this lab are old, but an upgrade is scheduled to occur before Spring 2008.
J-212	The TCOM dept. graphics laboratory has software comparable to CIT's C-135 lab, including scanning and CD recording facilities. Check hours of availability and policy for access and use.
H-244	Computer lab with a variety of Adobe and Macromedia software applications, in addition to standard office applications. Video capture hardware and video editing software applications are available in this lab. Digital Video (hard drive/mpeg-2) and digital still picture cameras are available for checkout, along with tripods.

☞ Note: Do not download and open ANY applications on computers in any lab.

## TECHNICAL SKILLS

Successful participation in this course assumes that the student arrives with a basic set of computer-related technical skills, including but not limited to the following:

- Keyboarding and mousing
- Connecting to the World Wide Web (WWW)
- File management (opening, saving, sharing files such as word processing files and PDF files)
- Email application (receiving, reading, printing, composing, sending, managing email messages and attachments)
- Working familiarity with the WWW and an Internet browser (such as Netscape Navigator and Microsoft Internet Explorer), including navigating, searching, bookmarking, downloading files, and uploading files.

These skills will not be addressed in this course, except incidentally, and the student must assume responsibility for mastering them. Southern Polytechnic University, various tutorials and technical resources on the WWW, and major bookstores are suggested as resources for self-directed learning. Fellow students are often an excellent resource for help with technical matters.

In addition, mastery at the early intermediate level of the following technologies is required to successfully participate in this course.

**Software:**

- Microsoft *Powerpoint*
- Adobe *Photoshop*
- Adobe *Premier* or Microsoft *Movie Maker*
- *Audacity* (or other sound editor)
- *Flash output application such as Articulate, Captivate, or Camtasia*

**Hardware:**

- Scanner
- Digital camera
- Camcorder
- Video editor

**INTERNET BROWSER**

Some elements of this course work best using Microsoft Internet Explorer. If you currently use another browser, consider downloading Internet Explorer to view course elements that are troublesome.

**ADOBE ACROBAT READER**

Some course elements are provided in Adobe PDF (Portable Document Format) files, which require Adobe Acrobat Reader. This is a FREE plug-in available for download on the Internet. It allows you to open, read, search, and print documents saved in this file format. PDF is a file type that allows information to be presented over the web while maintaining its exact look and feel, regardless of the fonts the user has installed on his/her local PC. PDF files can be viewed on any computer that has the Adobe Acrobat Reader software. To download the Adobe Acrobat Reader, visit:

<http://www.adobe.com/products/acrobat/readstep.html>

## COURSE LISTSERV

This course provides a listserv for housekeeping purposes. Occasionally, course content messages may also be distributed via the listserv. A listserv is an email application that automatically distributes a single posted message to all subscribers to the list. There are two purposes for the course listserv:

1. To provide a professional listserv experience for all TCOM 4045 / IDC 6045 students. Listservs are widely used in professional circles related to instructional design and technical communication.
2. To serve as a course housekeeping communications medium. Listservs are simple, reliable technology requiring only an email capability.

It is the student's responsibility to:

1. Subscribe to the course listserv
2. Check course email messages frequently (not less than several times per week)

To **subscribe** to the TCOM 4045 / IDC 6045 listserv:

Send an email message to:                    **listserv@listserv.uga.edu**

omit the subject (if possible)

the message text should be:                **subscribe TCOM-4-6045-L *first last***

example:                                        subscribe TCOM-4-6045-L Richard Nixon<sup>2</sup>

The listserv will return a confirmation within a few minutes. Follow listserv instructions in this message to finalize your subscription.

To **post** a message to the TCOM 4045 listserv:

Send the email message to:                **TCOM-4-6045-L@listserv.uga.edu**

Further information about USG listservs may be found at:

<http://listserv.uga.edu/>

The course listserv will be deactivated when the course ends. It is not necessary to unsubscribe.

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<sup>2</sup> You are not Richard Nixon.

## WebCT VISTA

Point your browser to:

<http://www.spsu.edu/vista/>

Click on the “Log in” link

In most cases, students will be automatically enrolled in WebCT Vista via the Banner system.

The WebCT website is the focal point of this course. An essential first task for each student is to visit the course website, browse, and become familiar with the tools and resources. It is important to visit the course website frequently, not less than several times each week. Housekeeping messages as well as content are placed here and the student is responsible for keeping abreast. Not all WebCT options will be used in this course. Particularly important are the following online elements:

- Syllabus – the latest iteration of the course syllabus is available as a website page and as a downloadable, printable PDF file. The syllabus is likely to change as this course develops and incorporates student feedback. It is the student’s responsibility to ensure that he/she has the current syllabus.
- Student grades – password-protected, current, and private.
- Course resources – a glossary, selected WWW links, table of abbreviations, and other items the student may find useful in this course.
- Discussion boards – for asynchronous, threaded discussions on class management and content topics. This is an important part of the course and meaningful participation contributes to the final grade.
- Chatrooms – for real time, live discussions. Some chat sessions are scheduled; others are at student discretion.
- Course map – provides a quick overview of the course.
- Student presentations – post assigned work and view the work of others in the class.
- Take notes – prepare custom notes on course content, discussions, and activities.
- Email addresses – students and instructor. (This course will **not** use WebCT’s email feature).
- Home pages – students and instructors. Students are encouraged to add homepages to this course website. This is a great way to melt the ice, build a sense of community in the class, and add a bit of levity.

## ELECTRONIC RESERVES

Some documents required in this course are placed on electronic reserve, courtesy SPSU's Lawrence V. Johnson Library. To access an electronic reserve document:

1. Point your browser to <http://gil.spsu.edu>
2. Choose search course reserves
3. Under instructor field choose Hopper and under course field choose the course number
4. Choose the title location in "Electronic Reserves"
5. Click the blue highlighted e-item title
6. Enter the password: (obtained from Gil Request)
7. These are PDF files, which you can download and print.

## POLICES

This is intended to be a highly interactive course that depends upon your active participation during every class meeting.<sup>3</sup> This is also a course that is structured to maximize learning from your peers as well as from your instructor. If you miss a class, or arrive late, you are not available to learn from nor contribute to others in this class. As a result, much of what is missed cannot be "made up". Latenesses and absences are subject to a reduction in the participation score.

If you find it necessary to be absent or late to class, please inform the instructor, via e-mail, (as soon as possible but not later than the following day) the reason for your absence or lateness. This policy also includes anyone who is absent from our initial class meeting.

**Students with Disabilities** who believe that they may need accommodations in this class should contact the counselor working with disabilities at 678.915.7244 right away to better ensure that they get the help they need quickly.

## PLAGIARISM

Plagiarism is the act of representing someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero for the assignment and, possibly, a failing grade in the course. Be aware that current Internet search engines can quickly identify almost any previously published document.

## CORPORAL PUNISHMENT

A student who misses the presentation of a guest speaker will be verbally dismembered. However, if SPSU's legal department objects to this consequence, an equivalent nonviolent substitute will be devised.

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<sup>3</sup> Your mileage may vary.