

Design and Production of Media Resources

LIS 5313-01, 02, 03, 04

Wed, 6-8 PM, Spring 2008

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COURSE DESCRIPTION:

This course provides a conceptual and practical introduction to creating and using media resources to support learning in library and other information settings. Coursework regularly includes media analysis and media production activities that: 1) incorporate digital image, sound, and video elements; 2) utilize web-based collaborative tools such as blogs and wikis; and 3) apply knowledge of copyright and multimedia.

COURSE OBJECTIVES:

1. Students will support the role of multimedia as being of value in instructional programs.
2. Students will carry out appropriate steps in planning, designing, and producing multimedia products for use in group, class, and individual instruction and/or information presentation.
3. Students will apply knowledge of copyright issues concerning multimedia.
4. Students demonstrate an awareness of the trends and issues related to media production and technology through focused investigations into the field.
5. Students will identify and characterize sources of information about media.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES:

This class addresses the following indicators of Florida Educator Accomplished Practices, *Professional Competencies for Teachers of the Twenty-First Century*:

4.2 Uses strategies, materials, and technologies that she/he will use to expand students' critical and creative thinking abilities and problem solving.

6.2 Identifies statutory rules and procedures that govern the education profession.

8.2 Identifies and uses references, materials, and technologies appropriate to the subject and the learner's abilities.

8.3 Identifies strategies that encourage the integration of the subject with other disciplines.

12.1 Identifies and uses appropriate technologies to prepare materials, deliver instruction, assess student achievement, and manage classroom Task and Brief Description.

12.2 Identifies policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.

NOTE: These indicators are relevant for students pursuing a School Media Specialization.

BEFORE THE FIRST CLASS SESSION:

Class sessions will be held using *Elluminate Live!*, a virtual meeting program that supports voice, text, web tours, and some types of multimedia. I recommend that you use a high-speed Internet connection to attend class if possible (wireless Internet is not recommended). I also recommend that you have a microphone so that you can speak in class (in addition to using text). An external microphone headset works best, but an internal microphone will also do the job. Make sure to run the *Elluminate Live!* setup program before the first class (instructions are provided on our Blackboard course site under "General Information"). If for some reason *Elluminate Live* doesn't work on a given week, our backup plan will always be to meet in a chat room in Blackboard.

COURSE MATERIALS:

Required Texts:

- Nancy Courtney (editor) / Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User / 2007 / Libraries Unlimited / ISBN-13: 978-1-59158-537-4
- Carol Simpson / Copyright for Schools: A Practical Guide / 2005 / Linworth Publishing / 978-1-586831929

Other Reading Materials:

- Additional readings will be assigned each week, all of which are available online or from the "Library" section of the course Blackboard site.
- Several weeks will also include media to review or analyze, all of which will be available online.
- Students often benefit from supplemental media production materials, such as software manuals, online tutorials, and other help resources. Students are expected to be proactive in identifying additional resources needed to help them learn the material.

Required Hardware:

For this class, students will regularly view, download, and edit digital image, audio, and video. For specific assignments, students will also take digital pictures and record digital audio. In order to accomplish class assignments and activities, I strongly recommend you have access to the following hardware:

- A high-speed Internet connection.
- A good working computer with the following specifications: Mac OS X, Microsoft® Windows® XP, SP 2, or Windows Vista™; 3GB or more of available disk space; 512MB of RAM (in some cases, 256 MB will suffice).
- A digital camera or scanner.
- An external microphone (a noise-canceling headset is recommended). Note: these are available at any computer store such as Comp USA, Best Buy, Fry's, etc., and they can cost as little as \$20.

Please talk to the professor if you have questions or concerns about your hardware. If you do not have access to the recommended equipment, adjustments to assignments can be made if you advise the professor of your situation early in the semester.

Required Software:

This class will use free, open source software to complete assignments when possible, including:

- Firefox (for web browsing): <http://www.mozilla.com/en-US/firefox/>
- Audacity (for editing audio): <http://audacity.sourceforge.net/download/>
Note: Be sure to also download the "LAME MP3 encoder," listed under "Optional Downloads."
- Gimp (for manipulating images): <http://www.gimp.org/>
- Open Office (for creating presentation slides): <http://download.openoffice.org/index.html>

Students will also need access to video editing software. The following are recommendations:

- For those of you with a Mac, you will be fine with Apple iMovie, Final Cut Express, or Final Cut Pro. iMovie comes as part of the standard software package with new mac computers. It is also available for purchase from Apple as a part of the iLife software package.
- For those of you with a PC, you can use Movie Maker 2 (which comes with XP) but there are many glitches with the software and many people find it frustrating. If possible, I recommend you find better, basic video editing software, such as Sony Vegas Movie Studio or Adobe Premiere Elements, which cost approximately \$80-100. If you don't want to purchase the software, some companies offer free trial versions to use for a limited time.'

Students will also need the latest version of Quicktime Player (7.3), available for free at:

<http://www.apple.com/quicktime/download/>.

COURSE OUTLINE:

This is a general outline of the conceptual topics and media production activities that will be covered in the class. See the course schedule for detailed information on weekly readings and activities.

Part 1: Participatory Digital Media: Concepts and Production		
Week	Major Topics	Media Production Assignments
Wk. 1	New Media Literacy and Participatory Culture	Media Exercise #1: Blogging and HTML Basics
Wk. 2	Introduction to Web 2.0 and Library 2.0	Media Exercise #2: RSS and Social Bookmarking
Wk. 3	Social Networking, Virtual Worlds, and Gaming	Media Exercise #3: Second Life or Photo Sharing
Wk. 4	Peer Production: Creative Commons and Wikis	Media Exercise #4: Creative Commons and Basic Wiki Editing
Wk. 5	Podcasting	Media Exercise #5: Basic Audio Recording and Editing
Wk. 6	Copyright: Guidelines for Multimedia	Media Exercise #6: Basic Image Editing
Wk. 7	Copyright: Free Culture and Fair Use	Media Exercise #7: Basic Video Editing

Part 2: Focused Media Production: Digital Stories and Web 2.0 Article		
Week	Major Topics	Media Production Assignments
Wk. 8	Digital Storytelling and Youth Media	Production on Digital Story
Wk. 9	Digital Story Production	Production on Digital Story
Wk. 10	Digital Story Production	Production on Digital Story
Wk. 11	Web 2.0 Article Production	Production on Web 2.0 Article and Media Component
Wk. 12	Web 2.0 Article Production	Production on Web 2.0 Article and Media Component
Wk. 13	Class Presentations	Production on Web 2.0 Article and Media Component
Wk. 14	Class Presentations	Production on Web 2.0 Article and Media Component

ASSIGNMENTS:

Assignments in the class equal a total of **500 points** that can be earned as follows:

Assignment	Point Value	Grade Percentage
Class Attendance and Participation (weekly)	70 points (5 pts/wk)	14%
Discussion Blog (weekly)	70 points (5 pts/wk)	14%
Peer Support Blog (approximately every other week)	40 points	8%
Media Production Exercises (seven exercises, wks 1-7)	70 points (10 pts each)	14%
Media Project 1 — Digital Story (weeks 8-10)	120 points	24%
Media Project 2 — Web 2.0 Article and Media Component (wks 11-14)	130 points	26%
Totals	500 points total	100 %

Below is a short explanation of class assignments. Detailed instructions, resources, and grading criteria will be provided before work on an assignment is scheduled to begin.

- 1) **Class Attendance and Participation (weekly):** Attend and actively participate in weekly synchronous classes, including participation in class discussions, activities, and breakout group sessions. Complete any required readings and viewings for the week before class, unless otherwise specified. This assignment is worth a total of 70 points (5 points per week), and is assessed at the end of week 14.
- 2) **Discussion Blog (weekly):** Contribute actively to the class discussion blog every week by posting a minimum of two substantive comments (250 words each) to the blog. For two weeks during the semester, according to your assigned group, help lead the discussion for that week by posting a discussion question to the blog and responding to students' comments throughout the week. Contributions to the discussion blog are expected to address assigned class materials (readings, videos, etc.) in a substantive way. This assignment is worth a total of 70 points (5 points per week), and is assessed at the end of week 2, week 7, and week 14.
- 3) **Peer Support Blog (every other week):** Contribute actively to the peer support blog, approximately every other week (a minimum of seven times during the semester), by responding to students' requests for technical assistance, and/or by providing general tips and suggestions relevant to class media production activities. Write a one page reflective essay and self-assessment of your peer support contributions, due week 14. This assignment is worth a total of 40 points, and is assessed at the end of week 14.
- 4) **Media Production Exercises (weeks 1-7):** Complete seven media production exercises that address basic "web 2.0" skills (such as blogging, wiki editing, and social bookmarking), and basic digital media production skills such as editing audio, images, and video, and sharing media online. Each exercise is worth 10 points, assessed weekly (weeks 1-7), and graded pass/fail.
- 5) **Media Project 1 — Digital Story (weeks 8-10):** Create a short video that tells a story about a specific experience or person in your life that has relevance or importance to who you are, or that tells a story about a topic of your choice. The video should aim to communicate the story in a dynamic and evocative way, incorporating creative writing, imagery (still images and/or video), and sound (spoken word, sound effects, and/or music). Work on the project includes giving feedback to peers on project plans, rough drafts, and final drafts. The project is worth 120 points.
- 6) **Media Project 2 — Web 2.0 Article and Media Component (weeks 11-14):** Write an article (approximately 2000-2500 words), published on the class wiki, about an innovative way that an information agency or group of information professionals is using some aspect of "web 2.0" and/or participatory culture in practice, and create a digital media component (such as a video, audio recording, or photo set) that enhances and adds value to the written component of the article. Work on the project includes giving feedback to peers on project plans, rough drafts, and final drafts. The project is worth 130 points.

COURSE PROCEDURES AND POLICIES:

1. For the purposes of this class, a week begins on Wednesday and ends the following Tuesday (unless otherwise noted).
 - (1) Students are expected to complete assigned readings and viewings for a given week before class on the week they are due.
 - (2) Other activities for a given week (such as discussion blog or media production exercises) should be worked on throughout the week and are due at the end of the week (Tuesday at midnight), unless otherwise noted.
2. Attendance and participation in class is required. Unexcused absences will lower a course grade by half a grade (A becomes A-, B+ becomes B, etc.). Missing class is acceptable only if permission to miss class is approved by the instructor prior to the absence or students have a University approved excuse, which include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Unexcused absences due to a technical difficulty will be handled on a case-by-case basis. Students must provide to the instructor, when possible, advance notice of absences as well as relevant documentation. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed, and for contacting the professor to determine appropriate make-up assignments or activities.
3. This class uses a Course Blog and Wiki. Links to both sites will be posted on Blackboard, and students will receive instructions on setting up user accounts during the first class session. Once the semester begins, students are responsible for accessing and keeping up to date with information on both sites on a routine basis.
4. Each week, students are expected to review the “Weekly Activities” section of the Course Wiki for the given week. This will contain a summary of the week’s assignments and expectations, as well as links to relevant resources and instructions.
5. Assignment prompts and grading criteria will be posted on Blackboard and/or the class wiki before work on the activity is scheduled to begin. Students are expected to read and follow prompts carefully, and to budget their time to be able to meet the deadlines.
6. The class will provide basic support for media production exercises and projects. That said, students are encouraged to consult additional sources for training and support as needed—to fit their diverse needs and learning styles, or to help solve technical problems—such as software manuals, online tutorials and help guides, user discussion boards, etc.
7. All blog posts, written work, and media projects must respect copyright guidelines and include references to sources (including written work and media assets). Projects without adequate references will be returned to students for correction before a grade is assigned.
8. Each student must hand in every assignment in order to earn a passing grade in the course, and instructions for how and where to submit assignments must be followed to the letter. Late assignments will not receive full credit unless prior arrangements are made. If you have extenuating circumstances, contact the professor immediately. Backdating of blog posts is not allowed and will result in your post being ignored.
9. Students are required to check their ACNS email. All emails to the instructor must include a subject line that begins with the course number (LIS5313). Set up your email account so your full name accompanies each email. If you are emailing from Blackboard, include your full name in the body of your email, as Blackboard does not include your name in the from field. This is important.
10. If you have questions about the course or an assignment: ASK. Be in touch. Communicate! If you have problems with how something is done in the class, or a suggestion to make things go better for you or other students, talk to the professor!

GRADING SCALE:

A	94-100%	(470-500 points)
A-	90-93.99%	(450-469 points)
B+	87-89.99%	(435-449 points)
B	84-86.99%	(420-434 points)
B-	80-83.99%	(400-419 points)
C+	77-79.99%	(385-399 points)
C	74-76.99%	(370-384 points)
C-	70-73.99%	(350-369 points)

Note: Grades below B- are considered failing in graduate school.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- 1) register with and provide documentation to the Student Disability Resource Center; and
- 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course and is subject to change with advance notice.

COURSE SCHEDULE AT-A-GLANCE:

The Class Wiki will provide updates and additional details, including links to readings, resources, and instructions.

Wk 1 New Media Literacy & Participatory Culture (Jan. 9-15)

Readings (available from Blackboard Course Library):

- Henry Jenkins et al., "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century." MacArthur Foundation White Paper, 2006. **Note: Only pages 1-21 are required.**

Media Exercise 1 Due Tuesday, Jan. 15

Wk 2 Introduction to Web 2.0 and Library 2.0 (Jan. 16-22)

Discussion Blog is led by students in Group A

Readings:

- Nancy Courtney (ed), *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, 2007:
 - Ch. 1: "Web 2.0 and Library 2.0: What Librarians Need to Know," by Elizabeth Black (pp. 1-14).
 - Ch. 8: "Folksonomies and User-Based Tagging," by Ellyssa Kroski (pp. 91-104).
- Examples of Student Web 2.0 Articles (links to articles will be provided).

Media Exercise 2 Due Tuesday, Jan. 22

Wk 3 Social Networking, Gaming and Virtual Worlds (Jan. 23-29)

Discussion Blog is led by students in Group B

Readings:

- Nancy Courtney (ed), *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, 2007:
 - Ch. 7: "Online Social Networking," by Brian Mathews (pp. 75-90).
 - Ch. 9: "up, up, down, down, left, right, left, right, a, b, select, start: Learning from Games and Gamers in Library 2.0," by David Ward (pp. 105-118).
 - Ch. 10: "Library 2.0 and Virtual Worlds = Innovation + Exploration," by Lorri Bell et al. (pp. 119-128).
- Examples of Student Web 2.0 Articles (links to articles will be provided).

Media Exercise 3 Due Tuesday, Jan. 29

Wk 4 Peer Production: Creative Commons and Wikis (Jan. 30 - Feb. 5)

Discussion Blog is led by students in Group C

Readings:

- Nancy Courtney (ed), *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, 2007:
 - Ch. 3: "The Wonderful World of Wikis: Applications for Libraries," by Chad Boeninger (pp. 25-34).
- Examples of Student Web 2.0 Articles (links to articles will be provided).

Screenings:

- Introductory videos about Creative Commons (links to videos will be provided).

Media Exercise 4 Due Tuesday, Feb. 5

Wk 5 Podcasting (Feb. 6-12)

Discussion Blog is led by students in Group D

Readings:

- Nancy Courtney (ed), *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, 2007:
 - Ch. 4: "Podcasting in Libraries," by Chris Kretz (pp. 35-48).
- Additional article(s) to be assigned.
- Examples of Student Web 2.0 Articles.

Screenings:

- Sample podcasts (links to podcasts will be provided).

Media Exercise 5 Due Tuesday, Feb. 12

Wk 6 Copyright: Guidelines for Multimedia (Feb. 13-19)

Discussion Blog is led by students in Group E

Reading: Carol Simpson, *Copyright for Schools: A Practical Guide*. Linworth Publishing, 2005.

Media Exercise 6 Due Tuesday, Feb. 19

Wk 7 Copyright: Free Culture & Fair Use (Feb. 20-26)

Discussion Blog is led by students in Group F

Readings:

- Center for Social Media, "Documentary Filmmakers' Statement of Best Practices in Fair Use," 2005.
- Larry Lessig, "Major news: Fair Use and Film". Larry Lessig blog, February 23, 2007.

Screenings:

- Larry Lessig Presentations (links to be provided, approximately 1 hour and 45 minutes running time).

Media Exercise 7 Due Tuesday, Feb. 26

Wk 8 Digital Storytelling & Youth-Produced Media (Feb. 27 – Mar. 4)

Discussion Blog is led by students in Group A

Readings:

- Nancy Courtney (ed), *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, 2007:
 - Ch. 11: "Digital Storytelling, Libraries, and Community," by Karen Diaz and Anne Fields (pp.129-140).
- Additional article(s) to be assigned.

Screenings:

- Sample digital story and youth media clips TBA.

Media Production: Digital Story Pre-Production and Planning

Wk 9 Production: Digital Story (Mar. 5-18) (Spring Break is March 10-14)

Discussion Blog is led by students in Group B

Readings: Digital Story and Media Production Resources as needed.

Media Production: Digital Story

Digital Story Rough Draft Due Tuesday, March 18 Note: Preliminary Topic for Web 2.0 Article Due, March 18

Wk 10 Production: Digital Story (Mar. 19-25)

Discussion Blog is led by students in Group C

Readings: Digital Story and Media Production Resources as needed.

Media Production: Digital Story Revisions

Digital Story Final Draft Due Tuesday, March 25 Note: Topic for Web 2.0 Article Due, March 25

Wk 11 Production: Web 2.0 Article and Media Component (Mar. 26 – April 1)

Discussion Blog is led by students in Group D

Readings: Independent research to complete Web 2.0 Article.

Media Production: Web 2.0 Article and Media Component

Wk 12 Production: Web 2.0 Article and Media Component (April 2-8)

Discussion Blog is led by students in Group E

Readings: Independent research to complete Web 2.0 Article.

Media Production: Web 2.0 Article and Media Component

Wk 13 Class Presentations: Web 2.0 Articles (April 9-15)

Discussion Blog is led by students in Group F

Readings: Independent research to complete Web 2.0 Article.

Media Production: Web 2.0 Article and Media Component

Web 2.0 Article Rough Draft Due Tuesday, April 15

Wk 14 Class Presentations: Web 2.0 Articles (April 16-20)

Media Production: Web 2.0 Article and Media Component Revisions

Peer Feedback on Web 2.0 Article Rough Drafts Due Friday, April 18

Peer Support Reflection Due Friday, April 18

Finals Week (April 21-25)

Web 2.0 Article and Media Component Final Drafts Due Wednesday, April 23

Peer Feedback on Web 2.0 Articles Due Friday, April 25