

COMM 369 Convergent Media Production
Spring 2014
WH320 MW 1:00-2:50 F 1:00-1:50

Instructor: Chris Goble Phone: Ext. 2216 (office)
Office: Wallace Hall Room 310 (309)667-2829 (home)
Office Hours: MWF 10-11, MW 3-4, R 12-2 or by appt. Email: cgoble@monm.edu (office)

Free PDF Text: Davidson, D. et al., (2010) *Cross-Media Communications: an Introduction to the Art of Creating Integrated Media Experiences*. ETC press, PDF available from instructor or at www.lulu.com

Required Print Text: Osgood, R. & Hinshaw, M (2014) *Visual Storytelling: Videography and Post Production in the Digital Age*. Wadsworth.

Course Description: A continued study of contemporary electronic communication technology. In particular, the course will build on the production skills of the introductory class, study the elements of cross-media or trans-media production and look at its application to the convergent media world. Students will apply this knowledge to the creation of a trans-media project incorporating traditional and new media (including a central video program, supporting website and social media elements). Combines application of communication theory with practice in developing successful trans-media projects. Prerequisite: COMM 269 Multimedia Production. (Four Credits)

Course Materials Needed: Each student will need to buy at least one SDHC (Class 4) memory card- 8 GB or more and one USB drive with at least 8 GB of memory and one DVD-R. (*Work with classmates and buy in bulk*)

Course Goals:

1. Be able to combine knowledge and skill learned in COMM 269 and apply it to the creation of a fully realized production.
2. Be able to write/recognize/design good quality trans-media messages (content that appears across media to build a coherent narrative)
3. Be able to technically critique media messages.
4. Be able to work in a production team.
5. Understand the complex nature of multi-media and trans-media production and the need for clear communication throughout the whole process.

Attendance Policy: COME TO CLASS! The other students are counting on you for their projects.

Attendance is taken at the start of class, **so if you are late you will be counted as absent**. After three un-excused absences from class, your grade will drop one letter grade. Excused absences include documented illnesses, a death in the family, an official school activity. Call or email me ahead of time to let me know if you are going to be absent.

Late or Missed Work: Work that is turned in late will not be accepted. Missed work may be made up for excused absences if arrangements are made with the instructor prior to the absence.

Cell Phones/Technology: Cell phone must be put away and turned to vibrate. No one may use their phone during class because they are very disruptive to the instructor and the other students. Other technology, such as laptops, may only be used during lecture with the instructor's permission.

Learning Environment Expectations:

Each student is expected to conduct themselves properly in class. This includes:

1. Having read the syllabus/schedule thoroughly and understanding each assignment. If unclear, asking a question after reading and trying to understand, not before.
2. Being prepared for each class/lab with reading completed, assignments and project completed both for final review and in draft form, note taking materials ready, lab manual with you at all times.
3. Being fully engaged during class. Taking notes and participating in class discussion.
4. Checking your Monmouth College email at least twice a day. I will communicate vital information through campus email; you need to check it often and definitely before coming to each class period. With so many smart phones, there is no reason you can't set up your email app to the college email. I will check my email often and respond to questions as soon as I can, but not instantly.
5. Showing respect and consideration to the professor and other students in the course. If you are causing a disruption, you will be asked to leave and will lose credit for the day.
6. Understanding that I am not here to hold your hand, I am here to work with you to learn. I encourage any and all questions but only after you have tried to understand it yourself. I will not know you are confused unless you ask questions early enough we can work through it. Staying confused will only add more confusion.
7. There is great value in self-discovery. I have made every effort to set up the course to guide each of you to learn the material but some has to come from you. For example in lab, if you are asking how to do something in a program that is clearly outlined in the lab manual and your manual is not out on the desk open to the explanation, I will not show you how to do it but point you to the section of the manual that describes it. Once you have tried to figure it out, if you are still having issues, I will assist you.
8. I spend a great deal of time trying to give meaningful feedback on drafts and assignments. I expect you to read those comments and use them to improve and further understand the material.

Plagiarism & Cheating: According to Webster's, to plagiarize is "to steal or pass off the ideas or words of another as one's own... to use created productions without crediting the source... to commit literary theft... to present as new or original an idea or product derived from an existing source." If you are caught cheating on tests or turning in work that is not your own, you will fail the assignment and the offence will be reported to the Academic Dean.

Academic Support: Teaching & Learning Center: The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here.

Visit us at the 2nd floor of Poling Hall from 8am-4:30pm or on line at <http://www.monmouthcollege.edu/academics/support/tlc>

We can also be reached at: tlc@monmouthcollege.edu or 309-457-2257

Disability Support Services: Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>

Use of Student Work for Distribution: As a student in this class, you on behalf of yourself, your heirs, executors, and administrators authorize Monmouth College, the Department of Communication Studies, and the professor of this course to use live or recorded on tape, film, or otherwise your name, voice, likeness, performance, and produced materials for television distribution throughout the world and for audiovisual, web and general education purposes in perpetuity.

Equipment Use Policy: The student taking equipment agrees to return the equipment in the same condition it left. Students are responsible, financially, for all damage to the equipment while they have it checked out. Mistreatment of equipment and late return will cause suspension of equipment check out rights and a 10% reduction in the grade for that assignment.

Average Time Dedication: It is expected that you will spend the approximate time listed below on tasks in this course. Understand that these are weekly averages (some weeks will demand more than others; some students will need more time than others).

In Class Lecture and Lab Assignments	4.5 hours
Class Preparation (Reading, Quiz Preparation, and Written Work)	1-2 hour
Outside Class Individual Projects	4-6 hours
Total Average Weekly Time Dedication	12.5 hours

Course Assignments

I. Trans-Media Projects:	1. Main Video Program	300 points
	2. Support Website/Blogsite	100 points
	3. Social Media Elements	200 points
	4. Project Document Portfolio	140 points
	5. Project Presentation	<u>50 points</u>
		790 points

II. Other Work:	1. Basic Skills Review Test (<i>must pass to remain in the course</i>)	
	2. Analysis Papers (3 @ 20 points each)	60 points
	3. Production Meeting Simulation	30 points
	4. Production Team Participation/Reflection	20 points
	5. Project Deconstruction Paper	40 points
	6. Reading Synopsis (14 @ 5 points each)	<u>70 points</u>
		210 points

Grading Scale: Your final grade will be determined on the following scale

	100-95% A	94-90% A-
89-87% B+	86-84% B	83-80% B-
79-77% C+	76-74% C	73-70% C-
69-67% D+	66-64% D	63-60% D-
below 59% F		

Daily Course Schedule
(subject to change)

Date	Topic	Assignments Due	Readings Due
1/13	What is Cross or Trans-Media?		
1/15	CM Viewing & Discussion		CM 1 & 2
1/17	Basic Skills Review	Skill Review Test	
1/20	Media Forms (Text, Electronic, Digital, Environmental)		CM 3-6
1/22	Genres (Non-Fiction, Fiction, Corporate)		CM 7 & 10
1/24	Analysis Paper Review	CM Analysis Paper Due	
1/27	Visual Story Telling		VS 1
1/29	Pre-Production		VS 2
1/31	Story/Pitch Workshop	Ideas Worksheet Due	
<i>Pre-Production Phase Begins</i>			
2/3	Story Pitch Meeting	Story Pitch Due	
2/5	Social Media- Aud. Interaction		(outside reading)
2/7	Social Media Planning Meeting	SM Planning Doc. Due- Start SM posting	
2/10	Legal and Ethical Issues		VS 3, CM 13
2/12	Ethics Discussion	Ethics Analysis Paper due	
2/14	Treatment Reading	Treatment Due	
2/17	Video Scripting & Storyboarding		(outside reading)
2/19	Test Scene Planning Day		
2/21	Workday- Script Writing		
2/24	Video Prod. Review		VS 4 - 7
2/26	Test Scene Shooting Day		
2/28	Shooting cont.		
<i>Pre-Production Phase Ends Production Phase Begins</i>			
3/3	Script/Story Board Presentation	Script/SB Due	
3/5	Script Meetings with Instructor		
3/7	Production Meeting Exercise	Exercise Prep. Due	

3/10	No Class- Spring Break		
3/12	No Class- Spring Break		
3/14	No Class- Spring Break		

3/17	Student Production Meetings	Prod. Plans Due	
3/18	Post-Production-Editing		VS 8 & 9
3/21	Test Scene Rough Edit		

3/24	Editing Discussion	Editing Analysis Paper Due	
3/26	Post-Prod.- Sound & Graphics		VS 10 & 11
3/28	Test Scene- Finish Editing		

Production Phase Ends

Post-Production Phase Begins

3/31	Video Logging Workday		
4/2	Workday		
4/4	Workday		

4/7	Workday (<i>I will be out of town</i>)		
4/9	Workday (<i>I will be out of town</i>)		
4/11	Workday		

4/14	Rough Cut Viewing	Video Rough Cut Due	
4/16	Rough Cut Viewing cont.		
4/18	No Class- Easter Break		

4/21	No Class- Easter Break		
4/23	Web Support (Branding)		(outside reading)
4/25	Website Development Meetings	Website Documents Draft Due	

4/28	Workday		
4/30	Deconstruction	Project Rough Cut Due	
5/2	Work Day	Decon. Paper Due	

Post-Production Phase Ends

5/5	Work Day		
5/7	Work Day/ Class Wrap-up	Full Project Due	

Project Presentations- Wed. 5/14 11:30 a.m.

Trans-Media Project

Requirements:

This project consists of a central video project of 10 minutes (8-12 minutes are acceptable without grade penalty), a support website/blogsite with added content and a social media element that allows audience interaction with the media project. Along with the project files, a portfolio of support documents needs to be turned in with each production (see the list below). The whole project will be presented in a 10 minute presentation during the course's finals time.

Grading:

Total-790 points

Project # 1- Central Video Program

Requirements:

Produce from start to finish a 10 minute video program using all original material. The project need to be a short narrative film, which can be either fiction or non-fiction. The project needs to incorporate a graphic created in After Effects. Other members of the class will serve as production crew and the student will take on the roles of writer/producer/director/editor. The program will be mastered to DVD-R with a full menu and backed up onto a USB drive as both an AVI and WMV. The program should also be uploaded to a You-Tube page you create for your project.

Grading:

Total – 300 points

Video Program

60 points	Camera Use/Direction (shot composition, shot variety, etc.)
60 points	Video Editing (smooth edits, no jump cuts, creative selections, etc.)
30 points	Lighting & Sound (clear image lighting, clean sound, good music selection, etc.)
25 points	Graphic Effects (image clarity, smooth movement, etc.)
50 points	Story/Message/Information (complete, clear, organized, achieved intended message, etc.)
50 points	Creativity (interesting, target right audience, etc.)
25 points	Mastering (correct format, properly exported, etc.)

Project # 2- Support Website/Blogsite

Requirements:

Produce a full scale support website/blogsite that includes full information on the project. The site should build on the story of the video program (including a trailer, character bios, ect). The site must include a design hook that relates directly to the film (for example, a fake site for some element of the film). The site will need to link to or incorporate the social media elements created for this project. Also, the site must include one audience extra beyond the film (such as a computer wallpaper form stills, exclusive clips

Grading:

Total – 100 points

10 points	Home Page (title element, author info, navigation bar, etc.)
10 points	Navigation (logical, functional, location indicators, etc.)
30 points	Web-site Copy (clear, correct, concise, readable, web-friendly, etc.)
30 points	Program Content Items (complete info, well created, etc.)
20 points	Creativity and Appeal (interesting, target right audience, pleasing to the eye, etc.)

Project # 3- Social Media Elements

Requirements:

Produce an audience interaction element for the video project. After the story pitch has been accepted, create a Facebook Fan Page for the production including a self-created graphic banner for the production created in Photoshop or Illustrator. Each week, post updates on the production including story development, shooting updates, and at least 5 production stills (total of 10 regular informational posts). The movie trailer must be posted on Facebook by . A secondary social media item such as Twitter or Instagram needs to be created by mid-term. At least 10 original postings need to be created for the secondary social media element. After the video program is completed (which should be by , it needs to be posted on the Facebook and at least 5 additional Facebook posts need to ask for audience interaction with the program (for example, ask the audience to vote for their favorite character).

Grading:

Total- 200 points

Facebook Fan Page

40 points	Element Creation (clear, correct, etc.)
60 points	Postings (correct number, interaction, etc.)
40 points	Creativity (interesting, target right audience, etc.)

Secondary Social Media Element

20 points	Element Creation (clear, correct, etc.)
20 points	Postings (correct number, interaction, etc.)
20 points	Creativity (interesting, target right audience, etc.)

Support Documents Portfolio

These documents need to be placed into a binder and organized with dividers that are clearly labeled. Any document that is due in draft form that is not prepared for class will result in losing ½ the points on the finished document.

Document List & Grading:

Total- 140 points

Video Project Documents

05 points	Ideas Worksheet
05 points	Story Pitch & Audience Analysis
10 points	Treatment
10 points	Production Planning (Location Scouting, Script Breakdown, Shooting Schedule)
Required	Talent Releases (must be done or the project will not be accepted)
Required	Location Permissions (must be done or the project will not be accepted)
20 points	Script
20 points	Story Board
20 points	Shot Log
20 points	Edit Decision List (EDL)

Support Website & Social Media Documents

10 points	Website/Blogsite Strategy
20 points	Social Media Plan

Portfolio Presentation

The 10 minute presentation needs to address the following areas:

1. Show clips from the video program. (5 points)
2. Demonstrate the website/blogsite and social media element (5 points)
3. Reflect/critique on the process. (15 points)
 - a. Message Strategy: What is your thesis/central concept and purpose of the message? Who is the audience and how did that affect your message? Why this is a good quality message? (Cite at least 1 example)
 - b. Design Knowledge & Application: Explain what knowledge of design you used to create this piece and how you applied it to its creation. (Cite at least 1 example)
 - c. Professional Message Skill: Explain why this is a skillfully created professional message using proper professional terminology. (Cite at least 2 specific points of proof in the message)
4. Discuss what you would do next time. (5 points)
5. Project Reflection/Critique Paper- 2-5 page paper outlining your reflection and critique of the project (parts 3 and 4). This paper should be included in your Support Documents Portfolio. (20 points)

Total- 50 points

Advanced Media Production Rating Scale

Name: _____ **Trans-Media Project**

Project #1 Central Video Program

Traits	Comments	Score
Camera Use/Direction: Correct shot composition? Good shot variety? Interesting subject matter?		60
Video editing: No jump cuts or black flashes. Clean production? Creative selections? Proper pacing? <i>Length (8-12/)</i> _____		60
Lighting & Sound: Correct color/light balance? Clear sound? Free of distractions (clicks, noises, etc.)?		30
Graphic Effects: After Effects included? All graphics are clear, concise, readable, etc?		25
Story/Message/Information: Is it complete, clear, and organized? Does it achieve the intended message?		50
Creativity: Is it interesting or provocative? Does it target the right audience?		50
Mastering: DVD correctly mastered? Correct files on USB device? Program on You-Tube?		25

Project #2 Support Website

Traits	Comments	Score
Home Page: Attractive title element? Author and last updated information? Is the navigation bar easy to find and use? Graphic elements incorporated?		10
Navigation: Logical page progression? Clear structure? Functional links? Link's name leads to obvious content? Consistent controls (style and location) from page to page? Location Indicators?		10
Web-site Copy: Clear? Correct information? Concise information? Readable? Web-friendly? Brief and to the point? Consistent style from page to page? Correct spelling and grammar?		30
Program Content Items: Complete informational items (as agreed with instructor)? Trailer linked? Social Media element linked or incorporated?		30
Creativity and Appeal: Does it follow correct graphic design principles? Does it target the right audience? Is it relevant? Is it interesting or provocative?		20

Project #3 Social Media Element #1 (Facebook)

Traits	Comments	Score
Element Creation: Clear purpose? Correct setup and functional interaction? Meaningful design of the page? Meaningful page banner?		40
Postings: Weekly postings during production? 5 audience interaction posts? 5 Production stills & trailer posted? Useful & interesting information in the postings		60
Creativity: Is it interesting or provocative? Does it target the right audience? Is it relevant?		40

Project #3 Social Media Element #2 (Secondary Source)

Traits	Comments	Score
Element Creation: Clear purpose? Correct setup and functional interaction? Meaningful design of the page?		20
Postings: 10 total postings? Useful & interesting information in the postings		20
Creativity: Is it interesting or provocative? Does it target the right audience? Is it relevant?		20

Support Documents Portfolio

Documents will be graded for format, completeness of information, grammar/spelling, & professional presentation.

Video Project Documents	Comments	Score
Ideas Worksheet		05
Story Pitch & Audience Analysis		05
Treatment		10
Production Planning (Location Scouting, Script Breakdown, Shooting Schedule)		10
Talent Releases (must be done or the project will not be accepted)		Required
Location Permissions (must be done or the project will not be accepted)		Required
Script		20
Storyboard		20
Shot Log		20
Edit Decision List		20

Support Website & Social Media Documents	Comments	Score
Website/Blogsite Strategy		10
Social Media Plan		20

Project Presentation

Traits	Comments	Score
Clips from the Program: highlights of important scenes (no more than 2 minutes worth)		05
Website & Social Media Demo: Explain strategy and how it was accomplished?		05
Reflection/Critique: Challenges? Explain how you accomplished your goals? What would you do differently if you had it to do all over?		20
Project Reflection/Critique Paper: 2-5 page paper outlining this part of the presentation included at the end of your Support Documents Portfolio.		20

Total Points (790) _____

Letter Grade _____