

**Catholic University of America
School of Library and Information Science**

**LSC 776 – Design and Production of Multimedia
Spring 2006**

Last Change: 1/12/2006

Instructor: Tim Steelman, M.S.L.S.
Time: Saturday, 9:00 – 11:30 AM
Location: Marist 131
Office Location: Marist 242
Office Hours: By appointment
Phone: (W) 301.249.5000 ext 323 (C) 301.908.6086
Email: steelman@onlineinstruction.net; tnt@twoeckos.com
Course Web Site: <http://www.onlineinstruction.net/lsc776/>

Course Description

Theory and practice in the planning and production of multimedia with hands-on experience in the use of equipment and the design and preparation of multimedia.

While this is a required course for School Media Certification, course work is designed to prepare students to support multimedia and computer based instruction in other library and information provision settings as well.

This course is designed to provide you with the skills needed to address issues surrounding multimedia design, production, and use and will introduce you to those elements you are most likely to encounter working with media users.

Course Goals and Objectives

- Introduce concepts of instructional design and multimedia production
- Prepare students to use, evaluate, and support software, hardware and other technology in a library
- To provide the basic skills needed to produce instructional materials in a computer and Web-based environment
- Give students an understanding of basic design principles
- Prepare students to solve technology problems in a professional setting
- Provide a sense of context for thinking about current and future technology issues

At the end of the course students should be able to evaluate and apply an understanding of:

- Basic principles of instructional design in planning, developing and producing multimedia computer-based instruction.

- Basic principles of instructional design in developing Web-based instruction.
- Software to produce multimedia presentations and computer-based instruction.
- Software to produce computer-based managed presentations.
- Legal, technical and management issues for Web-based instruction.
- Choosing the most appropriate media for different types of instructional goals.
- Evaluation of multimedia, computer, and Web-based instruction for usability and instructional value.

Course Calendar and Readings

Topical publications will be made available or provided in each class meeting. These readings will be offered to aid in the successful accomplishment of the course goals and objectives. At least one of the classes will be held entirely in the online environment.

January 14

- Topics
 - Introduction
 - Human interaction with technology
 - Accessibility

January 21

- Topics
 - Virtual Library meets Digital Learning
 - Instructional design
- Lab Exercise

January 28

- Topics
 - Instructional development
 - WYSIWYG Programs
- Lab exercise

February 4

- Topics
 - Visual Principles and Design
 - Interfaces
- Lab exercise

February 11

- Topics
 - Interactivity
 - Linear
 - Non-linear
- Lab exercise

February 18

- Topics
 - Digitalization
 - Practical use of digitalized materials
- Lab exercise

February 25

- Topics
 - User Controlled Animation
- Lab exercise

March 4: Spring Recess

March 11

- Topics
 - Obtaining Feedback
- Lab exercise

March 18 (Comps)

- Topics
 - Privacy
- Lab exercise

March 25

- Topics
 - Audio
- Lab exercise

April 1

- Topics
 - Video
- Lab exercise

April 8

- Topics
 - Podcasts
 - Blogs
 - RSS
- Lab exercise

April 15: Easter Recess

April 22

- Topics
 - Control of Information
 - Evaluating existing, new and upcoming technologies

- Lab exercise

April 29

- Topics
 - Use and upkeep of legacy equipment
- Exercise

May 6

- Final paper due
- Presentation of final projects

This course is largely hands-on so we will spend at least half of the time in the computer lab. Most assignments can be completed during class. Because information professionals will often be working in environments where they will produce cooperative and collaborative products several projects will require students to work in groups. Any student who has an objection to group projects should speak to the instructor individually at the beginning of the course.

This course has a supporting Web site that will make course materials available to you online. This site will provide tools for collaborative work, ongoing course updates and links to helpful resources. The course syllabus has been provided in print format during the first class. The course Web site will present the working, most up-to-date, version of the course materials and plans.

Inclement Weather

Class will be held online in the event of campus closure due to inclement weather.

The class site address is: <http://www.onlineinstruction.net/lsc776/>

ADA Accommodation

Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting . It is strongly recommended that the student contact the Office of Disability Support Services , Suite 207, Pryzbyla Center (202-319-5211; email cua-disabilityservices@cua.edu, web <http://disabilitysupport.cua.edu/>). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office. Additional information can be found in the online student handbook at:

- <http://students.cua.edu/stuhbook/studentlife.htm>

Information about accommodation for learning disabilities can be found at:

- <http://counsel.cua.edu/ADA/learning.htm>

Academic Honesty

You'll find Academic Affairs policies on "Academic Dishonesty" and on "Unethical Practices" in the University Policies and Procedures web page at <http://policies.cua.edu/>.

You are held responsible for adhering to these policies. Incidences of academic dishonesty, defined by the University as "failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating" will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean for possible further action (including failure in the course and/or dismissal from the academic program).

Talk with your instructor if you have questions about what is involved in such offenses. Plagiarism, which includes "[1] intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; [2] failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; [3] buying completed papers from other to use as one's own work", will not be tolerated.

For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue Online Writing Lab web site at http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

Course Requirements

Assignments will include exercises to familiarize students with various software and hardware packages. These exercises are intended for completion during the lab portion of the class. As assignments are given they will be posted in the Assignments area of the course Web site.

Students are expected to create their own materials, specifically artwork and images, for use in completed assignments.

Multimedia Instruction Project

This project may be done in groups of 3 or 4, or individually. Students are encouraged to select a project that will be used in the "real world" but do not have to select projects that are strictly academic topics. This project will be done throughout the semester and time will be provided in class for students to work on the project. Students should assume that an intermediary is not available, and that this is based on a tutorial from a library for its patrons or, in an alternate arena, information skill training session. The final project will be turned in at the end of the semester and each group/individual will be expected to give a presentation and provide a paper on the following:

1. The planning and design process.
2. Why a multimedia approach is important for this project.
3. A description of the learners who will use the project including the characteristics of learners who are most likely to benefit from this method of instruction.
4. The learning objectives and outcomes of the project.
5. How this project as planned accomplishes these objectives.
6. How these outcomes will be evaluated.
7. Situations where additional instruction may be necessary to accomplish the learning objectives and the format of that instruction (lectures, hands-on experience, etc).

The project in practical presentation should take 5 to 15 minutes to complete. Each group will give a fifteen minute presentation to the class.

Grading

Exercises	60%
Design Project	35%
Participation	5%

Participation includes completion of assignments, attendance, meeting deadlines, and effort during class discussion. Attendance at all class meetings is assumed - students who are unable to attend class should notify the instructor in advance if possible. Students are responsible for all course content covered and for announcements made at class meetings.

Exams

There will be no exams in this course.

Course Text

The following resources are provided as recommended tools to aid you in successful and meaningful completion of this course.

Lynch, Patrick. Web Style Guide – Second Edition
<http://www.webstyleguide.com/>

Nielsen, Jakob. Designing Web Usability. Indiana: New Riders Publishing, 2000.

Disclaimer

This syllabus should not be construed as a contract between the student and the instructor. It may be changed at any time as needed in order to meet the instructional goals and needs of the class, including changes in the grading policy that is described above.