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THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

DRAFT

LSC776 Section 01 Design and Production of Multimedia
Spring, 2009

Credit Hours: 3.0

Prerequisites/ Department consent: CLSC/LSC 772 or Instructor permission

Classroom:

Marist Hall, Room 131

<http://www.onlineinstruction.net/lsc776/>

Days and hours of class meetings and labs or discussion sections:

Mondays, 5:10-7:40pm; This course will have in-class meetings and online class meetings as per the syllabus.

Instructor contact information:

Timothy C. Steelman, Assistant Dean
Marist Hall, Room 229
Office Phone: (202) 319-5085
Cell Phone: Number will be distributed in class
Email: steelman@onlineinstruction.net
Office Hours: By appointment

Course Description:

Theory and practice in the planning and production of multimedia. Hands-on experience in use of equipment and the design and preparation of multimedia. Prerequisite: 772 or Instructor permission.

Instructional Methods

In-person & Online: Lecture, Laboratory Work, Asynchronous online, Synchronous online

Required Text

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

This online text is also available in print format (the online version is free). However, both the web-based and print format versions are identical. The class materials will reference the web-based version.

Recommended Text

If you have not completed CLSC/LSC772:

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

Other materials:

LiveText Account: <http://www.livetext.com>

Recommended materials for synchronous online sessions

- Quality webcam, speakers and microphone.
- High-speed Internet Access.
- Computer running Windows XP or earlier, or Macintosh OSX Tiger to run the MIV software by Marratech.

Course Goals

- Introduce concepts of instructional design and multimedia production.
- Prepare students to use, evaluate, and support software, hardware and other technology for computer-based multimedia production.
- To teach students the basic skills needed to produce instructional materials in a computer and Web-based environment.

Goals for Student Learning

At the end of the course students should be able to evaluate and apply 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 multimedia, computer, and Web-based instruction for usability and instructional value.

Professional Standards Addressed

American Library Association

- Knows the ethics, values and foundational principles of the library and information professions.
- Demonstrates a comprehension of current information and communication technologies, and other related technologies, as they affect the resources and uses of libraries and other types of information providing entities.
- Has basic knowledge of the concepts and processes related to the assessment and evaluation of the specifications, economic impact and efficacy of technology-based products and services.

- Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.
- Demonstrates proficiency in the use of standard information and communication technology and tools consistent with prevailing service norms and professional applications.
- Can recognize and respond to diversity in user needs and preferences for resources and services.

American Library Association/American Association of School Librarians

- **Effective and Knowledgeable Teacher:** Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school.
- **Managing Program Resources: Human, Financial, Physical:** Candidates organize, manage and assess all human, financial, and physical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies. Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.

Course Requirements

Assignments/Projects (specify requirements and format)

Exercise 1: Project Description; Goals; Objectives

Exercise 2: Slide-based Presentation

Exercise 3: Animation

Exercise 4: Video with Audio

Exercise 5: Peer-Critique Forms

Final Project:

The project may be done in groups of 2-3, or individually in keeping with the reality that some librarians work in environments in which they are working daily in a group with other librarians or work in a library in which they are the sole librarian. Students are encouraged to select project that will be used in the “real world.” Projects can be on any appropriate topic, but one that leads itself to an instructional focus. This does not mean the project topic has to be on a strictly academic topic. Students are encouraged to use the assignments given during the semester to explore, design and implement pieces of their final project.

In designing and creating their project, students should assume that an intermediary is not available and that the piece should be in a animation or video format. The project should be based on a library tutorial for its patrons/information skill training session or a piece designed to highlight a library activity. The final project will be submitted with answers to the following questions:

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).

Journal

The exercises and assignments in this course are intended to provide you with “real-world” examples of multimedia file formats, applications and the means by which they are combined into something meaningful. More precisely, this course will help you determine how you might best use multimedia in your own current/future workplaces. To this end, you will be creating a multimedia portfolio containing the end-products of the various exercises and assignments in the course.

As part of your work you will be encouraged to consider how each specific use of media applies to your own area of library and information science and how this does/might/will affect your professional aspirations. This portion will be evaluated as part of your Participation and Journal grade (50% of overall portion).

[Rubric distributed in class]

Participation

Score is determined based upon activities in the classroom and associated communications. Excused absences will result in a null credit while unexcused absences will result in 0 points (or no credit). The total will represent 50% of your Participation and Journal grade.

[Rubric distributed in class]

Examinations:

In keeping with the nature of the topic, there will be no examinations in this course.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty; such as plagiarism, improper use of a student’s own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>):

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Inclement Weather/Campus Closure: Conventional class meetings will be held online in the event of physical classroom closure during the time class would normally be in session.

Attendance and punctuality policy: Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and participate in all online sessions.

Participation expectation: Participation is essential to successful completion of the course.

Cell phones: No phone calls during class. Turn off cell phones, silence pagers. Students leaving the room for calls may not return to the class session (unless it is a verifiable emergency). Participation and engagement with class mates is interrupted and diminished if cell phones or pagers are going off.

Timeliness on submitting work: Late work will not be accepted unless it is made by prior arrangement.

No grade discussion in class: The instructor will not discuss grades in class, including during travel times. This is for your benefit to insure your privacy and accuracy of information.

Questions regarding assignments can be discussed outside regular class hours at a mutually convenient time. Please be sure to consult the syllabus before asking questions about course requirements.

Appropriate Dress: Dress for a professional environment to demonstrate your appreciation and respect for the classroom and for your peers.

Form of submission of work: All completed, assigned work will be submitted in an electronic format into the class electronic drop-box. Work that consists of a single file should be named using the following file name structure:

FirstInitialLastName_AssignmentName

Work that consists of multiple files should be named using the following file name structure:

FirstInitialLastName_AssignmentName_1ofTotalNumberOfFiles

Email: Begin each subject line with lsc776 or risk a delayed response or potentially no response. Provide a meaningful and accurate subject in all your emails related to this course. I will make every reasonable effort to get back to you within 48 hours of receiving your email. Please know that I typically check course-related emails in the evening.

Campus Resource: Even though this course occurs off the CUA campus, you are welcome and encouraged to make use of the campus resources, some important resources include (this is not an exhaustive list):

CUA University Libraries: <http://libraries.cua.edu/welcome.html>

SLIS Technology resources: <http://slis.cua.edu/tech/>

Academic Tutoring and Learning Assistance Service (ATLAS)

<http://counseling.cua.edu/atlas/>

101 O'Boyle Hall

Phone: (202) 319-5018

CUA Counseling Center

<http://counseling.cua.edu/services/>

127 O'Boyle Hall

Phone: (202) 319-5765

Office of Career Services

<http://careers.cua.edu/>

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website:

<http://disabilitysupport.cua.edu>.

Assessment

Evaluation rubrics will be provided with each assignment.

Grade Determination

Exercises (5 Exercises of Equal Value/Weight)	50%
Final Project	40%
<u>Participation & Journal</u>	<u>10%</u>
TOTAL	100%

Point totals converted to letter grades:

A: 94 – 100

A-: 90 -93.99

B+: 86-89.99

B: 82-85.99

B-: 78-81.99

C: 70-77.99

F: Below 70

University grades:

The University grading system is available at

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>.

Course Schedule

Week	Location / Date	Topic	Readings	Due
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1	1/12: Marist 131	Introduction Human Interaction with Technology	<i>Provided in the class version of the syllabus.</i>	
2	1/19: No Class	Martin Luther King's Day No Class		
3	1/26: Marist 131	Instructional Design and Development	<i>Provided in the class version of the syllabus.</i>	
4	2/2: Online	Visual Principles and Design	<i>Provided in the class version of the syllabus.</i>	
5	2/9: Marist 131	Accessibility and Assistive technologies	<i>Provided in the class version of the syllabus.</i>	
6	2/16: Marist 131	Creating Effective and Interesting Slide-based Presentations, Part I	<i>Provided in the class version of the syllabus.</i>	Exercise 1: Project Description; Goals; Objectives [Rubric]
7	2/23: Marist 131	Creating Effective and Interesting Slide-based Presentations, Part II	<i>Provided in the class version of the syllabus.</i>	
	2/25: Online	Interface/Interactivity Lab	<i>Provided in the class version of the syllabus.</i>	
8	3/2: No Class	Spring Break No Class		
9	3/9: Marist 131	Interfaces/Interactivity	<i>Provided in the class version of the syllabus.</i>	Exercise 2: Slide-based Presentation [Rubric]
10	3/16: Marist 131	User-controlled Animations, Part I	<i>Provided in the class version of the syllabus.</i>	
11	3/23: Marist 131	User-controlled Animations, Part II	<i>Provided in the class version of the syllabus.</i>	Exercise 3: Animation [Rubric]
12	3/30: Marist 131	Cascading Style Sheets (CSS)	<i>Provided in the class version of the syllabus.</i>	
13	4/6: Marist 131	Video, Part I	<i>Provided in the class version of the syllabus.</i>	
14	4/13: No Class	Easter Monday No Class		

15	4/20: Marist 131	Audio	<i>Provided in the class version of the syllabus.</i>	
16	4/27: Marist 131	Video, Part II	<i>Provided in the class version of the syllabus.</i>	Exercise 4: Video with Audio [Rubric]
17	5/4: Online	Peer-Critique of Final Projects	<i>Provided in the class version of the syllabus.</i>	Submission-Ready Draft of Final Project Exercise 5: Peer-Critique Forms <u>Final Project</u> <u>Due 5/8</u> [Rubric]

Bibliography

References, supplementary readings, websites of interest will be provided in the class version of the syllabus.

Disclaimer

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