

Welcome to Digital Storytelling (HIST615/CTCH792)

Digital storytelling can be many things: narrative . . . interactive . . . linear . . . nonlinear . . . immersive . . . artistic . . . ephemeral. This class will investigate a range of questions through exploration, research, and experimentation: What is digital storytelling? How does it differ from other kinds of storytelling? What happens when a story is told digitally? How do we tell stories of the past or the present through digital media? How does digital storytelling work in the classroom? Does it change learning?

The course combines reading, viewing, exploring, writing, and practice. Students will have an opportunity to examine issues through the content, context, and lens appropriate for their discipline and learning goals.

Contact:

Dr. Kelly Schrum

Email: kschrum@gmu.edu

Office: Research I, Rm 454

Office Hours: By appointment

Requirements:

Blog Postings (20%)

Digital Projects (10%)

Digital Story Requirements (eg, pitch, storyboard, bibliography) (15%)

Digital Story: Final Project (40%) (Rubrics: [HIST](#), [CTCH](#))

Participation, including discussion facilitation and peer feedback (15%)

Readings/Viewings/Explorations:

All required materials for this class are available online. Some are publicly available; others are accessible to Mason students via the library. Access to Mason resources from off campus is available through the [library](#) with your Mason email and password. Complete all readings/viewings/explorations before writing assigned blog posts.

Blog Posts:

Blog postings (500 words) are due by midnight Tuesday each week. Using the discussion forum (link in Assignments) you are required to read and respond in a substantive way to blog postings from two colleagues (minimum 100 words) each time a blog post is due. Responses are due by noon on Thursday.

Blog Grading Rubric (10 points each)

- 10 Exceptional. The blog post is focused, clearly addresses the assigned topic, and integrates examples with evidence, argument, and/or analysis. The post considers multiple perspectives when appropriate and moves beyond description of the readings/viewings/explorations. The entry reflects in-depth engagement with the topic. The post is well written and does not contain spelling or grammatical errors.
- 8 Very Good. The blog post is reasonably focused, addresses the assigned topic, and mostly integrates examples with evidence, argument, and/or analysis. The post moves beyond basic description of the readings/viewings/explorations. The entry reflects some in-depth engagement with the topic. The post is reasonably well written and does not contain spelling or grammatical errors.
- 6 Satisfactory. The blog post is somewhat focused, somewhat addresses the assigned topic, and includes some evidence, argument, and/or analysis. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. The post is reasonably well written and contains few spelling or grammatical errors.
- 4 Underdeveloped. The blog post is mostly description or summary without consideration of alternative perspectives and few connections are made between ideas. The post reflects passing engagement with the topic. The post contains spelling or grammatical errors.
- 2 Limited. The blog post is unfocused or repeats previous comments and displays little or no evidence of student engagement with the topic. The post contains frequent spelling or grammatical errors.

- 0 No Credit. The blog post is missing or incomplete.

Digital Story:

The final project for this course is a digital story (7 to 10 minutes). If you are registered for HIST 615, your project must incorporate primary and secondary sources and a clear, original argument about a historical topic. If you are registered for CTCH 792, your project must focus on a higher education topic closely related to your area of research. The topic must be approved by the instructor.

- The following criteria apply to all projects:
- The content should be solid and engaging.
- The video should be clear in its purpose and audience.
- The quality of the video should be high, meaning smooth transitions, quality images/video, appropriate audio level for music/narration.

The following components are required for the final project:

- Project pitch (due September 4; revised due September 11)
- Storyboard (due September 25) [Example](#) [Template 1](#) [Template 2](#)
- Script (due October 9)
- Release forms (due October 16)
- Copyright assessment (due October 16)
- Annotated bibliography (due October 23) [History](#) [CTCH](#)
- Credits (due November 6)
- Rough cut (due October 30 or November 6)
- Final Digital Story Summary (due November 11, November 18, or December 2)
- Final Digital Story (due November 13, November 20, or December 4)
- Final project reflection (due 2 days after final digital story)

Digital Storytelling Rubric:

- See [CTCH Rubric](#) for CTCH 792 requirements and expectations.
- See [HIST Rubric](#) for HIST615 requirements and expectations.

Participation:

- Discussion Facilitation: You are required to co-lead one class discussion. Work together with discussion facilitators to develop an activity and/or thought-provoking questions related to the topic. Integrate readings/viewings/explorations as well as blog topics and responses. Send collective activity/questions to Dr. Schrum before the start of class.
- Peer Feedback: This class involves extensive peer feedback. This includes feedback during class meetings as well as long feedback on the rough cuts and final digital stories of a small number of colleagues.

Academic Integrity:

George Mason University is an honor code university. The principle of academic integrity is taken very seriously. Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

General Course Policies:

The following grading scale from the Graduate Catalog is in effect for this course.

- A+ 99-100 4.00
- A 93-98 4.00
- A- 90-92 3.67
- B+ 87-89 3.33
- B 83-86 3.00
- B- 80-82 2.67
- C 70-79 2.00
- F 69 and below

Add/Drop Deadlines (Fall 2014):

September 2 Last day to add classes / Last day to drop (no tuition penalty)

September 16 Last day to drop (33% tuition penalty)

September 26 Final Drop Deadline (67% tuition penalty)

Mason Email Account:

Students must use their Mason email account to receive important university information, including messages related to this class. See [Masonlive](#) for more information.

Office of Disability Services:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS.

Other Useful Campus Resources:

- [Writing Center](#) A114 Robinson Hall (703-993-1200)
- [Ask A Librarian](#) (University Libraries)
- [Counseling and Psychological Services](#) (703-993-2380)

University Policies:

The [University Catalog](#) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. See also Academic Policies. All members of the university community are responsible for knowing and following established policies.