**NCLC 345 - Introduction to Multimedia (5 credits)**  
**Instructor: Rebecca Stephens**  
Room: Innovation Hall Room 336  
Fall 2014; Wednesday 1:30 pm – 4:10 pm

Phone: 703-618-7740 || Email: rstephe2@gmu.edu || Skype: Rebecca.Luedeman  
Office Hours: Immediately after class and by appointment

**Course Description**  
This course explores technological, aesthetic, and various educational issues using interactive multimedia and e-learning. Topics include theoretical underpinnings of technological issues involved in multimedia production as well as techniques for authoring interactive multimedia projects using a variety of digital media tools in an e-learning environment.

**Course Textbook**  

Students are required to sign up for online learning with Lynda.com for further instructional materials (approximate subscription date and time to be announced in class on the first day of classes). The five classes in the Lynda classroom students will be asked to enroll in are: Photoshop CS6 Essential Training; Photoshop CS6 for Web Design; Dreamweaver CS6 Essential Training; WordPress Essential Training; and Dreamweaver CS6 and WordPress 3.8 Core Concepts.

**Course Calendar:**  
The course calendar will be posted in Blackboard and updated as needed to reflect due dates associated with weekly discussions, weekly concept maps, weekly quizzes, and midterm and final multimedia projects and presentations.

**Learning Objectives:**  
1. Discuss the history and evolution of digital multimedia.  
2. Understand and describe the basic principles of digital multimedia.  
3. Explore the ethical implications of digital multimedia.  
4. Engage in the fundamental steps of creating digital multimedia.  
5. Create multimedia for a specific, researched demographic.  
6. Involve members of the demographic in opportunities to provide feedback.  
7. Identify key concepts of multimedia and e-learning.  
8. Evaluate different multimedia design principles based on multimedia theories.  
9. Select and apply appropriate multimedia design principles, including the aesthetic and technical aspects utilizing software applicable to design process.  
10. Incorporate all of the various multimedia elements to produce interactive multimedia products.  
11. Understand the roles and responsibility of a multimedia design team.
12. Participate on a design team understanding, applying effective project planning, and time management on both an individual and team level.
13. Use effective interpersonal communications skills to enhance clarity of communication and team performance, and build effective working relationships.

Field Experience:
Students will actively engage in multimedia related field experiences through project based experiences.

NCC Competencies for this course - For full description of competencies see http://ncc.gmu.edu/
☐ Communication
☐ Critical Thinking
☐ Strategic Problem Solving
☐ Information Technology
☐ Aesthetic Awareness
☐ Global Understanding
☐ Group Interaction

NCC Competencies Explored:
Communication. Communication is the process of creating and sharing meaning through human interaction.
Critical Thinking. Critical thinking is the ability to think clearly and critically, using reason and experience to form considered judgments.
Problem Solving. Problem solving is the ability to form an effective plan to address a defined problem.
Information Technology. In the information technology competency students will understand, know how to use, and make choices regarding new and existing information and information technology. Because the use of information, computer, and Internet is throughout professional and civic life, competence in information technology and literacy is essential to personal as well as career success.
Aesthetic Awareness. Aesthetic awareness expands an individual's concept of art beyond the museum to include music, poetry, literature and dance, as well as elements of design in culture.
Global Understanding. Global Understanding is the respect for and appreciation of the interconnections among systems on the planet.
Group Interaction. Group interaction means collaborating effectively with others. Groups are often able to achieve more than individuals in time, expertise, and learning.

Required Materials – Bring these to class
2. 9 x 12 wire bound black sketch journal
3. USB drive
4. Enrollment in Lynda.com and Dropbox.com
Blackboard
All course assignments and information will be available on Mason Blackboard.

Dropbox
All students will be required to have a Dropbox account or any other account that allows file sharing such as Google Docs. This is so that all team members have equal and shared access to all project materials.

Important Note: Students are responsible for the frequent and methodical backup of their class work over the course of the semester. Data loss cannot be used as an excuse for late or missing work. Students will be responsible for the re-creation of any required files that get lost over the course of the semester. Please bring a USB drive to each class.

Assignments

Course Calendar: Please pay attention to weekly announcements on Blackboard.
The schedule for the course will be posted on Blackboard and presented in this syllabus. We will be using 1) discussion boards and concept mapping, 2) textbook quizzes, 3) homework assignments at Lynda.com, 4) an midterm project and 5) a team final project in meeting all of the course learning objectives in this inquiry based course.

(100 points) Weekly readings and discussion responses (participation)
There will be weekly readings due at the beginning of each class period. You are expected to read the assigned material for the week and respond to the professors’ discussion post in Blackboard by Tuesday midnight of each week. If you would like to respond to a colleague, please feel free to do so, in an encouraging and helpful manner.

(100 points) Weekly concept mapping using your Sketch Journal (participation)
You will be given a list of topics each week in your Blackboard content folder that you will use to create a concept map. The professor will demonstrate the construction of the first concept map on the first day of classes. The topic list to be used in the construction of the concept map will be directly from the course readings and posted in Blackboard.

You will use your sketch journal to create a concept map and document your learning activities prior to class start. During class discussion you will refer to your concept map, and may edit it as you wish during class discussion to create your own map of learning.

Since learning is a personal matter, weekly concept mapping and sketch journals will be graded on completion and effort only. Please show your professor your sketch journal at the beginning or ending of each course.

Sketch Journals
The sketch journal is a 8” x 12” or 9” x 12” black bound sketch book that is available for purchase in the bookstore or at Michaels. Using the Sketch Journal you must keep an active account of your learning experiences. This account will be based on the
assigned reading, class discussions, video reviews, and your own personal research on the topic. We will be using sketched concept maps at the start of each class period to introduce the topic and conduct discussions that center on what was learned, so be sure to complete the concept map prior to class. Sketch journals will also be used for storyboarding purposes in class.

(100 points) Textbook quizzes
You are required to complete ten quizzes during the semester. They must be completed Tuesday midnight before class on Wednesday each week. There are five questions on each quiz. Quiz questions review the required reading materials from the weeks lecture and come directly from the textbook.

Quizzes will be posted on Blackboard. Quizzes open on Wednesdays at 4:00 pm EST (Immediately after class) and close on Tuesdays at 11:59 pm EST. Please take the quiz as soon after class lecture as possible. Each quiz is timed, and lasts for 20 minutes. After the 20 minutes, the quiz will save your work and close automatically. It is best to read the assigned material and attend class lecture before taking the quiz.

(300 points) Photoshop, Dreamweaver and WordPress tutorials at Lynda.com
Please be sure to provide the instructor with a current and working email address. You will be sent an email in Week 1 which asks you to enroll in five Lynda courses. Each of the five courses (or tutorials) must be completed in the weeks they are due. Each course includes access to downloadable exercise files needed to complete the homework in the assigned week. You will have your own username and password and will be able to access the five courses from anywhere, at any time throughout the entire semester - September 3 through December 10, 2014.

The instructor will pull reports on student progress for each homework assignment, so homework assignments do not need to be turned in, instead, the instructor will be able to view and grade them at the Lynda.com website. You must complete each course to earn the full points assigned to that course. It is expected that you will use what you learned in each Lynda course to assist you in completing the midterm and final projects.

(200 points) Midterm project (presentations October 8, 2014)
Project 1 || Story/Flow Map/Presentation
Each student will create a five minute e-learning instructional lesson designed to teach someone how to do something. You will first evaluate a completed instructional lesson in class in a group. Next, you will write your own lesson plan (using the format provided) in a class-based activity. You will then turn the lesson plan into a script, a storyboard, and finally, a website using principles presented in class, in the textbook, and at Lynda.com.

Presentations will be scheduled by the professor and posted on Blackboard. Presentations should range from fifteen to twenty minutes per student. Grading will be based on quality, accuracy, and conceptual understanding. Please plan on five minutes at the end of your presentation for a question and answer session from colleagues.
(200 points) Final project (presentations December 10, 2014)
Project 2 || Experiential Learning Component/Group Project/ Flow Map / Presentation

The overarching theme is "What Mason Means to Me". Our experiential learning assignment will be based on a website or web blog production and take the form of digital storytelling. Groups can be chosen or assigned by the instructor. Each group will consist of three students. Work will be group based, though grades will be assigned on an individual basis.

A script and storyboard will accompany the website or web blog project. Final production must show evidence of a variety of creative works learned in Photoshop CS6, Dreamweaver CS6 and other Lynda video tutorials. Groups can choose production style and manage the project using project management tools.

Students must perform a minimum of 45 hours of work on the project to earn the one credit for experiential learning. This aspect of the program reflects the commitment to providing the educational experiences that will prepare graduates for the workplace and active, responsible citizenship.

Through experiential learning, the street or an office becomes the classroom and the community is the teacher. Immediate, concrete experiences become the basis for reflection and integration of content knowledge and students "learn by doing." You will be required to take what is learned in class and apply it outside the classroom.

Two class periods will be devoted entirely to group production, so that you can work as a group on your final project - October 15 and October 22, 2014. Please exchange Skype addresses and email addresses early in the process and arrange for group meetings during this time.

50 Points –storyboard/script
50 Points –production log
100 Points –presentation of the final project to the class

Final presentations will be scheduled by the professor and posted on Blackboard. Presentations should range from ten to fifteen minutes per student and from thirty to forty five minutes per group.

Grading will be based on quality, accuracy, and conceptual understanding. Please plan on five minutes at the end of your presentation for a question and answer session from colleagues.

Schedule

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<th>Date</th>
<th>Chapter</th>
<th>Assignment</th>
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<th>Date</th>
<th>Activity</th>
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<tr>
<td>August 27, 2014</td>
<td>What is e-Learning? How do people learn from e-Courses? What is multimedia?</td>
<td>Introduce yourself in Bb Weekly quiz due September 2, 2014 midnight Sign up at Lynda.com after receiving an email that provides username and password</td>
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<td>September 3, 2014</td>
<td>Evidence-based practice and multimedia</td>
<td>Discussion post in Bb and concept map of topic list due by September 2, 2014 Weekly quiz due September 9, 2014 midnight Hmwk: Begin Photoshop Essential Training. Plan on spending five hours this week on homework.</td>
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<td>September 17, 2014</td>
<td>Applying the contiguity principle: Align words to corresponding graphics</td>
<td>Discussion post in Bb and concept map of topic list due by September 16, 2014 Weekly quiz due September 23, 2014 midnight. Hmwk: Complete Photoshop CS6 for Web Design course. Plan on spending five hours this week on homework.</td>
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<td>October 1, 2014</td>
<td>Applying the redundancy principle: Explain visuals with words in audio or text but not both Applying the coherence principle: Adding material can hurt learning</td>
<td>Discussion post in Bb and concept map of topic list due by September 30, 2014. Weekly quiz due October 7, 2014 midnight. Hmwk: Complete Dreamweaver CS6 Essential Training. Plan on spending five hours this week on homework.</td>
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<td>October 8, 2014</td>
<td>Photoshop and Dreamweaver Individual Presentations</td>
<td>Midterm Photoshop and Dreamweaver individual project presentations.</td>
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<td>October 15 and 22, 2014</td>
<td>Group Work period Groups will work together during class time to brainstorm, plan, script and storyboard their final project. Also, groups can begin production if they choose by starting the tutorials earlier than scheduled.</td>
<td>The instructor will Skype into each group to answer questions and provide direction and instruction as needed.</td>
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<td>November 5, 2014</td>
<td>Applying the segmenting and pretraining principles: Managing complexity by breaking a lesson into parts</td>
<td>November 4, 2014</td>
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<td>November 19, 2014</td>
<td>Learning together virtually Who’s in control? Guidelines for e-Learning navigation and multimedia</td>
<td>November 18, 2014</td>
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<td>November 26, 2014</td>
<td>No class this week, enjoy your Thanksgiving holiday!</td>
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| December 3, 2014 | e-Learning to build thinking skills  
Simulations and games in e-Learning  
Group practice for presentations | Assemble the items needed for your final project and complete a test run of the presentation.  
Weekly quiz due December 2, 2014 |
| December 10, 2014 | Photoshop and/or Dreamweaver and/or WordPress Group Presentations | Final project Presentations  
Submit a 2 - 3 page group final paper containing script, storyboard, production log and what was learned at the start of the presentation. |

**GRADING**  
The following grading scale will apply in this class

960 – 1000 A+  
930 – 959 A  
900 – 929 A-  
870 – 899 B+  
830 – 869 B  
800 – 829 B-  
770 – 799 C+  
730 – 769 C  
700 – 729 C-  
600 – 699 D  
Below 599 F

**Evaluations will be given with a representative letter grade, as defined below:**  
A = Excellent - Achievement that is outstanding relative to the level necessary to meet course requirements.  
B = Good - Achievement that is significantly above the level necessary to meet course requirements.  
C = Average - Achievement, while adequate and meets the course requirements, is considered only fair relative to the level required by the course.  
D = Unsatisfactory - Achievement, while inadequate, is worthy of credit even though it fails to meet fully the course requirements.  
F = Fail - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete. (See below).
I = Incomplete - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time.

Help in writing your paper:
The final project will include a script, a storyboard, and a presentation of the group project. Please write up the group presentation on 2-3 pages in APA format. The paper should be from the entire group and explain the purpose and the design of the website or web blog. In the paper please poll the group and summarize what was learned by completing this project. Additionally, be certain to use concepts and terms discussed in class.

Online Writing Guide for Integrative Studies students:
New Century College has a great guide for writing papers. This can be found here: http://classweb.gmu.edu/nccwg/.

Writing Web Sites:
http://sail.gmu.edu/
http://infoguides.gmu.edu/content.php?pid=374155&sid=3064715

Attendance:
Attendance is mandatory. There will be exercises and group activities during each class. If you are absent, you will not receive grading points. Attendance is taken every class period at the beginning of the period. Students are required to be on time and attend the entire class. We will only meet once a week.

Disabled Student Accommodations
If you have a disability, please post your paperwork in to the Disability Resource Center (http://www.gmu.edu/student/drc/) so we can accommodate your needs.

Honor code
All work created for this class must be your own work, with sources cited as necessary. When producing group work, the group must credit the contributions of each group member. Violations of requirements can result in a report to honor committee actionee.

Copyrights and the Internet
All web elements that are not originally created by yourself or that you have the rights to have the potential to be copy written. This includes pictures, graphics/art, sound, logos etc. Please do not turn in work with copy written material in it. For a reference on this subject, see: http://mason.gmu.edu/~montecin/copyright-internet.htm

New Century College Diversity Statement (Revised and passed in June 2009)
New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity,
ethnicity, sex, sexual orientation, national origin, first language, religion or irreligion, age and disability.

**Suggested Software**

We will be working extensively with several software programs. Many of these are available for download for free indefinitely or a trial period of usually 30-days. The Audacity audio remixing software program is free and available at: [http://audacity.sourceforge.net/download](http://audacity.sourceforge.net/download). You may use the lab computers for your class activities and assignments, although the Adobe software packages installed on those computers are not necessarily in their full or latest versions.

You are encouraged to install an Adobe software package on your own laptop. Almost all Adobe software is available for a free 30-day trial at [http://www.adobe.com/downloads](http://www.adobe.com/downloads). You should also consider purchasing an academic license from Patriot Computers at [http://compstore.gmu.edu](http://compstore.gmu.edu), which offers GMU student discounts.

**Animation Resources - Some recommended animation resources are:**
Smart Webby's - Simple Flash Animations Tutorial
Van Hiele's Levels Tutorial – Creating Draggable Content

**Video Resources - Some recommended video resources are:**
Adobe Premiere Elements - Trial Download
Edit Pro - Trial Download

**Pictures**
[www.compfight.com](http://www.compfight.com) (Creative commons license, free to use as long as you give an attribution link) – I only use this site for pictures.

As you come across them, please feel free to suggest other resources to the class, either in the class discussion on Blackboard, or during in-class discussions.