

Professionalism:

The term “professionalism” is often used as a buzzword, but it is rather important as a media producer. While you are going to have to spend a fair amount of time outside class working on your projects, this should not be viewed as a substitute for attending class. In addition to receiving information vital to understanding this complex production process, you will constantly be working in groups on hands-on projects. Additionally, it is noticeable when your insight is missing (this class is discussion-based and I truly desire your perspectives as well). Lumped under this term “professionalism” is reading. The reading load is light and you are expected to carry it.

Attendance:

While there is no attendance policy in the course, each element that I expect you to bring to class (listed beneath each day) is worth 5 points. You can only get those 5 points by being in class. The total points for this is 155, but I take this out of 130, which means that 25 of the points are extra credit. This also means that in no circumstances do I allow you to make up these in class exercises. In this case, the upside drastically outweighs the negative.

Hardware & Software

Digital Still Camera
Flip Camera
Lavalier Microphone
WordPress account
Adobe Premiere
Adobe Soundbooth
Apple MacBook Pro Computers

Using Your Own Gear: Any equipment that you have, you may use in this class such as field audio recorders, microphones, still cameras, lighting, tripods, digital video cameras, or your own editing equipment on your own computer. You must use Adobe Premiere for all video editing.

Criteria for evaluation (note: All assignments must be uploaded to Wordpress site and, where applicable, turned in hard copy in your portfolio)

Brand Comparison	40
Blog fact sheet	40
Self-branding video	40
Brand narrative	40
Print promotion	50
Photo slideshow	75
Podcast pilot	75
30 second promotional video	100
Webisode 1	120
Webisode 2	120
Webisode 3	120
Final reflection/future directions	50
Participation/bringing required materials	130
1000 points total	

General Grading Guidelines:

Grades will be assigned as follows:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59- 0% = F

Assessing art is my least favorite part of this course. You may have been told in the past that “everyone starts in this class with an 'A,’” however, this is not actually the case in any class (if you have 0 points out of 1,000 that is a failing grade). You must earn points with your finished products which is directly and positively correlated to your investment in your work and I am here to help you in every stage of the process. Here, not gaining full points on an assignment is not only a result of “doing something wrong,” but rather from not complete investment or exploration of a project. Grading will be done as follows:

C: Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material. A “C” project may have some obvious technical issues.

B: Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, they exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thought and thoroughness in thought and preparation. There are minimal technical issues.

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect and represents the highest level of achievement. Its quality is good enough that even though there is still room for improvement, it would be unreasonable to expect a college student to do better. There would be no technical problems.

D: Represents achievement that is worthy of credit even though it does not fully meet course requirements, While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations. There may be multiple technical issues.

F: Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

In this course, you will be worked hard, but you will learn a great deal. High grades are very attainable but they require hard work in each stage of the production process, an understanding of the conventions of the project (typically gained through critical consumption), executing production elements effectively, and creative elements. I absolutely love giving high grades when they are the result of your hard work and creativity, but I will not reward mediocrity or laziness.

Academic Dishonesty:

You are expected to do your own work in this class while avoiding plagiarism, paraphrasing, unauthorized collaboration, or appropriation from outside sources. In this course, we will learn by doing, so if you don't “do” you don't “learn.” Consequences of academic dishonesty range from failing of the course to expulsion from the university.

Student Standards:

All faculty in the Department of Communication Studies are expected to uphold the standards of good scholarship and we expect our students to do the same. Students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing and presentational skills while also building comprehensive knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

Disability office notice:

If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Tentative Course Schedule (Note: I reserve the right to adapt this schedule as the semester progresses)

<u>Week 1</u>	<u>Topic</u>	<u>Assignment Due</u>
1/8	Course Introduction	
1/10	Branding	Readings: Schley and Nichols Branding (D2L) Schrubbe-Potts Branding examples (D2L)

Print out and bring 3 examples of a brand (note: this can vary from companies, to non-profit groups to sports to musicians) to which you have loyalty. For each you should bring an image and a description of the brand from the organization's website. Make sure that they all vary (ex: not all sports, musicians, non-profits, etc.)

<u>Week 2</u>		
1/15	Branding continued Commodity Sign Construction	Assign brand comparison Goldman & Papsen "Introduction: Advertising in the age of accelerated meaning" (D2L) Goldman & Papsen "Sign Wars" (D2L)

1. You should have your client selected by today. Please bring some type of permission (e-mail, a signed sheet) to demonstrate their willingness.

2. You should bring examples of three similar brands to your organization to class. These should again include an image and a description of the organization from the website/other official outlet.

1/17	Semiotics	Fiske "Signification" (D2L)
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For the three examples you brought with to class, bring three more images for each that relate. One of these should be you printing out the homepage of the organization.

<u>Week 3</u>		
1/22	Blog Creation & Project Management	Readings: Holtz & Demopoulous Business blogging (D2L) Moffitt and Dover Wikibrands (D2L) Weil Corporate blogging (D2L) Assign blog fact sheet

Print out and bring two examples of blogs (bring 2-3 entries for each, you do not need the comment section) for organizations that you feel are engaging.

1/24		Brand Comparison Due Moffitt and Dover Wikibrands (D2L)
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Print out and bring two examples of wiki sites (that is not wikipedia) that you find engaging.

<u>Week 4</u>		
1/29	Convergence: Microblogging, vlogs, podcasting, social networking.	Readings:Holtz & Demopoulous Business blogging Weil Corporate blogging (D2L) Assign video introduction (self-branding)

1/31	Social networking and brand Parasocial Interactions 2.0	Shih Engaging Customers on Facebook and Twitter (D2L) Blog fact sheet due
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1. Print out and bring one example of a Twitter account related to an organization that is somehow similar to your own that you feel engages the reader. Print out multiple posts (3-5).
2. Print out and bring an example of a Facebook page of an organization similar to your own that you feel engages the reader. Print out multiple posts (3-5).

Week 5

2/5 Mediated narrative,
reporting, and brand character

Readings: Hefland New media new narrative (D2L)
Schley & Nichols Brand Story (D2L)
Assign brand narrative

Print out and bring two examples of brand narrative of an organization similar to your own. This story details the origins of an organization and is typically 1-3 pages. They are widely available online.

2/7 Photographs and signification

Assign photo slideshow
Self Brand Video Introduction Due

1. Print out and bring 5 photographs of individuals related to an organization similar to your own.
2. Print out and bring 5 exposition shots of places or objects that aid in defining an organization like your own.

Week 6

Topic

2/12 Photography and composition

Assignment Due

In-class work on image composition
Brand Narrative Due

Bring a camera to this class. A smart phone will work.

2/14 Adobe Premiere Workshop

In-class work on photo slideshow

You must bring the photographs for your slideshow on your external harddrive.

Week 7

2/19 Layout and visual design basics

Readings: Hefland Electronic Typography
Felten Layout Options (D2L)
Felten Layout Principles (D2L)
In-class font and thumbnail exercises
Assign Print Promotion

1. Bring a poster around campus or town that you like, rip it down, and bring it to class.
2. Find a poster online where its aesthetic matches what your organization should do.

2/21 In-class layout exercise
In-class viewings

Photo Slideshow Due

Week 8

2/26 Applications

Bring an example of an app for a smart device somehow related to the organization. Print out the page from which you can download this app.

Bring an example of a webisode (web-based series) somehow you wish to relate to your organization (either in topic or aesthetic). These can vary from fictional to a series of short mini-documentaries.

4/4 No class (professor at academic conference)

Week 14

4/9 Pre-production meetings for webisodes

This class you are pitching me your webisode serial. This should include the concept, characters, the aesthetic, and the narrative structure for each episode. I expect a typed script and a proper storyboard for these meetings. As this is a pilot, it should establish character, place, etc.

4/11 Audience feedback Ruddock "Cultural Studies and Audience Research"
In-class editing time Assign Final reflection/.future directions

Bring footage from your first webisode for in-class editing time.

Week 15

4/16 In-class viewing **Webisode 1 due**
Pre-production meetings for webisode 2

After watching your pilot webisode, you will pitch webisode 2. This should include the concept, characters, the aesthetic, and the narrative structure for each episode. I expect a typed script and a proper storyboard for these meetings.

4/18 In-class editing time

Bring footage from your first webisode for in-class editing time.

Week 16

4/23 In-class viewings **Webisode 2 due**
In-class preparation for audience feedback

4/25 Final pitch in-class.

This pitch should include the concept, characters, the aesthetic, and the narrative structure for each episode. I expect a script and a storyboard for these meetings. Additionally, you must have gathered feedback from 10 people about your webisodes and tell me how these can help in shaping your brand and webisodes.

Finals

5/1 Final held from 8-10 a.m. on Wednesday as scheduled by the university.

In-class viewings. **Final Reflection/Future Directions
Report due
Webisode 3 due**