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Office Hours: MW 11a.m.-1 p.m. and by appt

Required Texts and Materials:

There is no text book to purchase, however, there will be several extremely applicable foundational readings on the communal flashdrive. Additionally, bring a notebook and pen as well for in-class writing and storyboarding. You will also need to buy/accrue the following:

- Sign up for a Youtube, Vimeo, blip.tv, or other online video hosting site.
 - Sign up for WordPress Account
 - **An External hard-drive:** Obtaining an external hard-drive is required for this course for several reasons. Multiple students use these computers and the files on these units are routinely wiped in order to save space. A hard drive allows you to save your irreplaceable timeline and footage (along with backing up the rest of your files) and for you to be able to work on the project on any computer with Adobe Premiere on campus. I would suggest the LaCie 500 GB 3.0 (\$79.99). It plays well with Mac and PC. Whatever external you get, make sure it functions with Mac.
 - While not required, owning a camera that can shoot video (even a smart device with good imaging quality) will make your life easier.
 - Also optional is a computer with the Adobe CS suite (especially Premiere and Photoshop). If you have this, the external hard drive is not required as you can edit on your own computer.
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Course Description

This workshop-based course is an introduction to cross-platform digital production with an emphasis in branding, narrative, and commodity sign construction. This course is a hybrid that melds public relations with media production. Specifically, we will integrate writing, visual design skills, audio production, digital photography, and basic video production in a pragmatic form of convergence. This convergence will focus on a singular goal. Throughout this semester, you will be working with your choice of organization (on or off-campus), cause, locally owned and operated business, artist, musician, band, or anything else that you choose and that I approve. It should be something that you have frequent access to (look to what you are already involved in as well) and must be able to visit in-person frequently throughout the semester. You should secure permission and begin working with this group as soon as possible. This course will yield an impressive portfolio of applied experience with an actual organization.

Course Objectives

- Integrate traditional research and multi-media and cross platform production skills.
- Develop and apply the knowledge and basic language of photography, audio and digital video aesthetics.
- Understand and implement basic layout and design skills.
- Learn the essentials of field production, project conceptualization, composition, sound, lighting, and non-linear editing.
- Learn how to conduct interviews in multiple platforms and use them to communicate brand.
- Integrate branding in each stage of the process with a focus on narratives.

- Develop insight into theoretical questions facing contemporary producers of visual culture in a changing media ecosystem.
- Actively learn to critique and evaluate peer projects.

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, both in regard to the course readings and careful reading of assignments. The reading load is light and you are expected to carry it. The assignments are specific and you are expected to adhere to 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. On several days there are multiple “bring” prompts. Each one is worth 5 points. If you ever need clarification, please ask. The total points for this is 180, but I take this out of 170, which means that 10 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 and Movie Camera
- Digital audio recorder
- WordPress account
- Adobe Premiere
- Adobe Audition
- Adobe Photoshop

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
Social media strategy presentation	30
Self-branding video	40
Brand narrative	40
Print promotion	50
Photo slideshow	75
Podcast pilot	75
30 second promotional video	100
Webisode 1	110
Webisode 2	110
Webisode 3	110
Final reflection/future directions	50
Participation/bringing required materials	170
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>
1/13	Course Introduction	
1/15	Branding	Readings: Schley and Nichols Branding Schrubbe-Potts Branding examples

Print out and bring 3 examples of a brand. You will include 1. A for-profit company. 2. A non-profit group. 3. An individual. to which you have loyalty. For each you should bring at least two images and an official description of the brand from the organization's website (at minimum two sentences). You will do this for each brand.

Week 2

No class 1/20 (Martin Luther King Jr. birthday)

1/22	Branding continued Commodity Sign Construction	Assign brand comparison Goldman & Papson "Introduction: Advertising in the age of accelerated meaning" Goldman & Papson "Sign Wars"
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1. You should have your client selected by today. Please bring some type of permission (e-mail, a signed sheet of paper) to demonstrate their willingness.

2. You should bring examples of three similar brands to your organization to class. These should again include at least two images and a description of each organization from the website/other official outlet.

Week 3

1/27	Semiotics	Fiske "Signification"
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For the three brand examples you brought with to class, bring three more images that encapsulate the brand of the organization. One of these should be the homepage of the organization.

1/29	Blog Creation & Project Management	Readings: Holtz & Demopoulous "Business blogging" Moffitt and Dover "Wikibrands" Weil "Corporate blogging"
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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. Write a sentence on how Each blog is intended to function.

Assign microblog strategy presentation

<u>Week 4</u>	<u>Topic</u>	<u>Assignment Due</u>
2/3	Convergence: Microblogging, vlogs, podcasting, social networking.	Readings:Holtz & Demopoulous Business blogging Weil Corporate blogging Moffitt and Dover Wikibrands Assign video introduction (self-branding) Brand Comparison Due

1. Print out and bring two examples of wiki sites (that is not wikipedia) that you find engaging. These should be relevant in some manner to your own organization
2. Print out and bring two examples of non-text based recurring blog-like content (pictures, audio, visual, flash, etc.).

2/5	Social networking and brand Parasocial Interactions 2.0	Shih Engaging Customers on Facebook and Twitter
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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 is effective. Print out multiple posts (3-5). For each account, include a sentence on what goal they are accomplishing through this social media account.
2. Print out and bring an example of a Facebook page of an organization similar to your own that you feel is effective. Print out multiple posts (3-5). For each account, include a sentence on what goal they are accomplishing through this social media account.

<u>Week 5</u>		Social media strategy presentations due
2/10		
2/12	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.

<u>Week 6</u>		
2/17	Photographs and signification Photography social media	Assign photo slideshow Self Brand Video Introduction Due

1. Print out and bring 6 photographs that successfully brand an organization similar to your own. At least 3 must be photographs of people.
2. Find two popular Instagram accounts of an organization similar in some way to your own. Come prepared with an elevator pitch about how your organization could effectively use Instagram based on the precedents of these other two organizations.

2/19	Photography and composition	In-class work on image composition LinkedIn and personal brand Brand Narrative Due
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Come dressed professionally as we will take professional pictures. Bring a camera to class or a smart phone with good imaging.

<u>Week 7</u>	<u>Topic</u>	<u>Assignment Due</u>
2/24	Adobe Premiere Workshop	In-class work on photo slideshow

Bring the photographs for your slideshow on your external harddrive or computer if you have Adobe CS on it.

2/26	Layout and visual design basics	Readings: Hefland “Electronic Typography” Felten “Layout Options” Felten “Layout Principles” In-class font and thumbnail exercises Assign Print Promotion
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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 the aesthetic matches what your organization should do. Print it out and bring it to class.

Week 8

3/3	In-class layout exercise In-class viewings	Photo Slideshow Due
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3/5	Applications	Print promotion due
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1. Bring an example of an application for a smart device somehow related to your organization. Print out the page from which you can download this app.
2. Bring a mock up (sketches, platforms, and a paragraph with overall concept) an app from which your organization could benefit.

Spring Break 3/10 & 3/12

Week 9

3/17	Audio and podcasting In class interviewing for audio	Assign podcast pilot
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1. Print out and bring the main page for a podcast that you find interesting for an organization related to your own. These can be from a video hosting site as well.
2. Bring device that can capture audio. Portable flash recorders or smartphones/tablets/laptops with a dedicated capturing program and microphone will work.

3/19	In-class audio capture and edit exercise
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1. Bring device that can capture audio. Portable flash recorders or smartphones/tablets/laptops with a dedicated capturing program and microphone will work.
2. Bring your photo slideshow video in a form ready to edit. You will be working on a voice over (V.O) and capturing natural sound (NATSOUND).

<u>Week 10</u>	<u>Topic</u>	<u>Assignment Due</u>
3/24	Audio mastering Tagging media content. In class audio workshop in Audition.	Podcast Due
3/26	Video composition	Assign 30 second Promotional Video

Bring a camera for in-class video exercise.

<u>Week 11</u>	
3/31	Interviewing and capturing dialogue In-class interviewing for video in multiple settings

Bring camera that can capture video. A dedicated video camera, flash recorder, DSLR, or smart device with high definition capturing will work.

4/2	Promotional video structures	We will storyboard a sequel in class.
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1. Bring two examples of promotional videos somehow related to your organization (print out the page where they are hosted). You will be create a sequel for one of these so pick videos with production values that you can attain.
2. For each video, transcribe the basic script and next to it include the narrative structure (enigma, delay, resolution) as well as the functions of the characters.
3. Bring a prepared pitch for your organization's 30 second promotional video. Every good pitch should include a second idea as well.

<u>Week 12</u>	
4/7	In-class editing

Bring the footage for your 30 second promotional video on your external hard drive or computer with Adobe CS ready to edit.

4/9	Narrative and character in video Mapping webisodes	Assign Webisode Serial Fiske "Narrative" 30 Second Promotional Video Due
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Bring two examples of webisode (an entertaining web-based series still meant to promote brand) related in some manner to your organization (either in regard to the organization or the aesthetic of the webisode that you can attach).

<u>Week 13</u>	<u>Topic</u>	<u>Assignment Due</u>
4/14	Audience feedback in media and public relations campaigns	Ruddock "Cultural Studies and Audience Research"

Bring three separate informal pitches for your webisodes of at least 2-3 sentences typed out. The more developed the idea, the more feedback that I and your classmates can provide.

