SLIS-752  
*Design and Production of Multimedia*  
*Fall 2010*

**Credit Hours:** 3

**Classroom**  
Wed 7:00pm - Marist 208

**Instructor contact information:**  
Dr. Joseph Provenzano  
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**Course Description**

Theory and practice in the planning and production of multimedia. Hands-on experience in use of software for the design and preparation of multimedia.  
Prerequisite: 731 or permission of the instructor. (From SLIS Course Catalog)  
My Own Description:  
This is a course about using media tools to solve problems. These may be instructional problems (for example: What does it mean to analyze a poem?) or they may be logistical ones (for example: how can I get the faculty to stop asking how to copy double-sided once and for all??) This course is about developing a Media Sense, if you will, not unlike Spiderman's "Spidey Sense" that can guide you in choosing the best media application for the task at hand and learning how to use it without driving everyone around you crazy. This course is about learning to design, create, implement, and assess instruction with technology and to help others do the same. This course is about learning to THINK with technology and to help those around you do the same. Finally--this course is about having a good time experimenting with different tools and approaches to multimedia.  
A word of clarification: This is not a super-tech-heavy-geek course on software and hardware applications. There are plenty of places out there for you to go and learn high-end applications. At the end of the day we want you to be able to waltz into a school library and get to work immediately-making the best out of the available tools at hand!
Course Goals:

1. To help students gain familiarity with the basic media types and the tools with which they are created.

2. To introduce students to media creation tools and formats.

3. To present an accurate picture of the process by which instructional multimedia is created and implemented inside and outside of the classroom.

4. To give students tangible experience creating a variety of media projects.

5. To guide students in the problem solving process using multimedia.

6. To provide student with authentic experiences in working with faculty to manage the design process.

7. To experiment with technology-based thinking routines

8. To give students experience teaching and learning via Synchronous and Asynchronous technologies

Course Requirements
Assignments/Projects
See the Assignments Page on the course wiki.

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](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 and http://policies.cua.edu/academicundergrad/integrity.cfm.

**Other Policies or Expectations.** Attendance is strongly suggested although there is NO grade for attendance in this course. This will be a blended course in which many course sessions will not be held on campus. Students are required to check the course website regularly. http://mediathink.pbworks.com/ This is a wiki hosted by PBWORKS. Students should sign-up for a free account in order to participate in this course. There will also be a remote element of this course delivered synchronously as part of a SLIS test of the Adobe Connect Pro conferencing application. We will give you more information on this on the first night of class.

**Campus Resources for student support:** Please see the Provost’s Office Website. Let me know if there are questions or problems.

**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.

**University grades:**
The University grading system is available available on the CUA Website. Contact me if you need the address.

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**Course Schedule**

**Week 1 - September 1 - In Lab 208:**
**Lecture:** Introduction--Hey Hey You You Get Off of My Cloud! Why I think Multimedia is Important for School Media Librarians and what this course is all about.
**Activities:** Introductions, Brainstorm on Multimedia. Create our first Multimedia Product! Talk about collaboration; Create Course Throughlines, do a thinking routine. Sign into the Wiki, Google Apps, and Webspiration.
**Tools:** Webspiration. Google Apps. PBWorks Wiki.
**Readings for Next Week:** 21st Century Skills/ISTE/AASL Standards

**Week 2 - September 8 - In Lab 208:**
**Lecture:** Crying for the Fleshpots of Egypt
**Activities:** Solving a problem with technology: Case Study One - Glitter, Glue and Egg Cartons. Setting up a web-portfolio
Skills: Planning assignments, Using simple diagraming/graphics tools.
Tools: Google Sites
Readings for Next Week: Introduction to Visible Thinking

**Week 3 - September 15 - In Lab 208:**
Lecture: Composition in the Multimedia World---the Heffalump.
Skills: Understand the difference between Synchronous and Asynchronous Instruction
Activities: In class Thinking Routine (TBD) - Prepare for next week's online meeting
Tools: Adobe Connect Pro.

Readings: TDB; Manual for Adobe Connect Pro; Presentation Tools I

**Week 4 - September 22 - Asynchronous Week--NO Class Meeting on campus--We will meet at an agreed-upon time today:**

Topic--TBD
This week's work will include a virtual version of a thinking routine.

**Week 5 - September 29 - Virtual Week -- NO CLASS MEETING ON CAMPUS. We will be using the wiki to do an asynchronous group learning experience.**

Goal of this week will be working with collaboration tools to examine Course Management Systems (unless I think of something else by then.) (Don't be surprised if I do.) (What?)

Assignment: Compare and Contrast the two virtual experiences. Format to be determined

**Week 6: October 6 - In Lab 208**
Lecture: *The Tao of Trader Vic or Able was I 'ere I saw PowerPoint.* An overview of Instructional Design.

Activities: Review the last two virtual classes: Presentations, Tools for Managing the Research Process; Thinking about the Midterm Project.

Skills: Creating online tutorials using screen capture and screen-casting applications.

Tools: Jing, Diigo, Noodletools, Zotero, Evernote/Notebook

Readings: TBD.

**Week 7: October 13 - In Lab 208:**
MIDTERM DUE TONIGHT
OPEN LAB FOR HANDS-ON WORK ON MIDTERM

Project-specific Instruction Tonight. TBD--(really depends on what we are doing for the midterm---and this will become more evident as we work over time.)

Week 8: October 20 - In Lab 208
Lecture: Podcast Bombast: Using audio in and out of the classroom.
Skills: Podcasting; recording and manipulating audio. Find public domain audio
Creating the audio assignment.
Activities: Create and post a podcast. Experiment with audio tools.

Tools: Garageband/Audacity

Week 9: October 27: COMPS WEEK - NO FACE TO FACE MEETING
This will be another week for using Adobe Connect Pro. Date TBD

Goal: Looking at ePublishing, Blogs, Wikis, Websites

Tools: Collaborative Video/Sites for Youth--Glogster, Storybird/VoiceThread/Stroome

Week 10: November 3 - In Lab 208:
Lecture: Lights! Camera! Boredom! and intro to Digital Video Projects
Skills: Digital video formats and applications; building interactions with video and course management tools. Annotating video/Close Captioning; Broadcasting your videos
Tools: iMovie/Adobe Premiere/Windows Movie Maker; Youtube
Activities: Experimenting with Video and audio together.

Week 11: November 10 - In Lab 208:
In-Class Activity: Creating a Video in Class. Discuss Final Project
Skills: Use a camera, import and manipulate video
Tools--same as last week
Reading/Research Assignment: Research Info for Student Presentations. Topics will depend on what we have not covered up to date: Digital Portfolios, Assessing Digital Projects, Glogster and collaboration in elementary school...
Students will be using the Adobe Connect Pro next week to lead presentations online

Week 12: November 17 - NO Face to Face Session TONIGHT
Adobe Connect Pro Session this evening. Student-led presentations using this tool.
Topics assigned last week.

Week 13: November 24 - NO CLASS - THANKSGIVING
Virtual Assignment to be announced
Week 14: December 1 - In Lab 208 - LAST CLASS MEETING
This is the last class meeting--the rest of our time together will be you working on your final projects independently.

Closing Lecture:

Books, the forgotten media - subtitled *John Henry Newman would have hated Twitter, too.*

Week 15: December 8 - NO CLASS--READING DAY - Feast of the Immaculate Conception, University Holiday--Ave Maria!

December 15 - Final Projects Due at Midnight--(Dramatic Isn’t It!)