

INSTRUCTOR

LeAnne Wagner

Email: leannemwagner@gmail.com

Phone: 917.445.6003

Skype: leanne_wagner

Office: 14 E. Jackson, #205f

Office/advising hours:

Monday 1:00 - 5:30, Wednesday 1:00 - 5:30

Please email or call to set up an appointment. Specify if you prefer in person, phone call or video conference.

COURSE INFORMATION

DMA 535 Section 901 - Class number 37210

Class time: Monday 5:45 - 9:00

Location: CDM 210 - Loop Campus

Course homepage: <https://d2l.depaul.edu/>

Slack: <https://dma535.slack.com>

Last day to drop the course: April 10, 2016

Last day to withdraw: May 15, 2016

COURSE DESCRIPTION

This course introduces students to the theory and practice of multi-modal storytelling, i.e. the strategic use of two or more communication modes to make meaning, such as image, gesture, music, spoken and written language. While the application areas of storytelling may remain the same - from artistic expression to advertising, PR, journalism, documentary, activism and other persuasive forms - our means of meaning making are changing dramatically due to technological innovation, availability of digital media production tools, and the potential of immediate and universal online publication. Changing technological affordances demand an increased media literacy that includes a deep understanding of the specific strengths and weaknesses of various communication modes and their manifestation in digital media formats, so we can leverage them intentionally to create impactful, cohesive and emotionally compelling multi-modal texts and transmedia stories. PREREQUISITE(S): None

CLASS FORMAT

Class time will be a mixture of lecture, presentations, workshops and critiques. Students will also be given some time in class to work with their group on assigned projects, but will be expected to work as a group outside of class as well.

REQUIRED TEXTBOOK

- **A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms**; Author: Andrea Phillips; ISBN-10: 0071791523
- Other reading will be distributed via D2L

LEARNING OUTCOMES

1. Create impactful, cohesive and emotionally compelling multi-modal texts and transmedia stories.
2. Develop a theoretical framework for understanding how storytelling works in new media environments with emphasis on world building, cultural attractors, and cultural activators.
3. Create conceptual materials and documentation in order to communicate ideas and manage project planning.
4. Understand the specific strengths and weaknesses of various communication modes and their manifestation in digital media formats.
5. Research successful precedents and identify industry trends.
6. Practice professional presentation skills, vocabulary and constructive critique methods.

EVALUATION & GRADING

	Grade Proportion
Weekly Reading Responses	10%
Case Study	15%
Midterm Progress Check	5%
Individual Platform/Progress Report	20%
Final Pitch + Trailer	20%
Transmedia Bible	30%

Case Study Presentation. Individually students will present an in-depth case study of an existing transmedia storytelling example.

Weekly Reading Response. Reading Responses will be posted on Slack. Each student can miss one Reading Response without affecting their grade.

Project Deliverables. Group members will receive individual grades based on their contributions and peer reviews for each project.

Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

A	93.00%	Excellent/Outstanding effort
A-	90.00%	Very Good
B+	88.00%	
B	83.00%	Good
B-	80.00%	
C+	78.00%	
C	73.00%	Satisfactory
C-	70.00%	
D+	68.00%	
D	60.00%	
F	0.00%	

CLASS SCHEDULE

(subject to change)

W1 Mar 28

In class:

- Syllabus, assignments, intros
- *Discussion:*
 - What is Transmedia Storytelling?
 - Searching for the Origami Unicorn
- *Workshop:* Form groups, property selection

Homework:

- Course survey: <https://www.surveymonkey.com/r/L9PV7X3>
 - *Read:*
 - Creator's Guide - Intro to Transmedia, Chap. 1 - 4
 - Reading Links on D2L
 - *Submit:*
 - R1 (Reading Response Week 1) - post in Slack
 - Team + Property Selection worksheet - D2L Dropbox team folder
-

W2 April 4

In class:

- Case study presentations 1 + 2
- *Discussion:*
 - Audience + Research
 - Worlds + Stories + Characters, pt 1
 - Affordances of Film + TV
- *Workshop:* Stories End to Beginning

Homework:

- *Read:*
 - Creator's Guide - Storytelling, Chap. 5 - 10
 - Reading Links on D2L
 - *Submit:*
 - R2
-

W3 April 11

In class:

- Case study presentations 3 - 5
- *Discussion:*
 - Worlds + Stories + Characters, pt 2
 - Affordances of Games
- *Workshop:* Transmedia Cards

Homework:

- *Read:*
 - Creator's Guide - Structure, Chap. 11 - 16
 - Reading Links on D2L
- *Submit:*
 - R3

W4 April 18

In class:

- Case study presentations 6 - 8
- *Discussion:*
 - Worlds + Stories + Characters, pt 3
 - Affordances of Comics + Books/Novels
- *Workshop:*

Homework:

- *Read:*
 - Reading Links on D2L
 - *Submit:*
 - R4
 - Midterm Pitch materials
-

W5 April 25

In class:

- Case study presentations 9 - 11
- **Midterm Progress Pitch and Critique**

Homework:

- *Read:*
 - Creator's Guide - Production, Chap. 17 - 23
 - Reading Links on D2L
 - *Submit:*
 - R5
 - Midterm Pitch feedback review
-

W6 May 2

In class:

- Case study presentations 12 - 14
- *Discussion:*
 - Production + Planning + Documentation, pt 1
- *Workshop:* Audience journey map

Homework:

- *Read:*
 - Reading Links on D2L
- *Submit:*
 - R6

W7 May 9

In class:

- **Individual Platform/Documentation Critique** *(not for a grade, materials do not need to be submitted)*

Homework:

- *Read:*
 - Creator's Guide - The Big Picture, Chap. 24 - 28
 - Reading Links on D2L
 - *Submit:*
 - R7
-

W8 May 16

In class:

- Case study presentations 15 - 17
- *Discussion:*
 - Production + Planning + Documentation, pt 2
 - Measuring Success
- *Workshop:* TBD

Homework:

- *Read:*
 - Reading Links on D2L
 - *Submit:*
 - R8
 - Project Pitch Deck + Trailer (for Final Pitch to D2L)
-

W9 May 23

Final Project Pitches with Guest Critics

Homework:

- Revise Trailer + Story Bible
-

W10 May 30

Memorial Day - NO CLASS

If any team or individual would like to set up a meeting time to review their team or individual project before submitting, please email me to set up an appointment.

W11 June 6

NO IN-CLASS MEETING

DUE:

- Final Trailer
- Story Bible
- Individual Project

POLICIES & EXPECTATIONS

Guidelines for Class Behavior

- Be professional. Treat this class like a job.
- Be respectful towards others. Listen when others talk and share ideas.
- Attend every class. (Communicate with me if you must miss class for any reason, you wouldn't just fail to show up to a job.)
- Arrive on time to every class. Important information is communicated at the very beginning of class.
- Food and drink during class is ok.
- Keep your phones in silent mode, in your bag or pocket, and no texting in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- If you are not taking notes or viewing other class materials on your laptop, it should be closed. If you are found using your computer for purposes other than this class, you may lose the privilege to use your computer during class.
- Be engaged in class discussions and workshop activities, your participation grade depends on it:
 - Participate with enthusiasm
 - Show genuine effort to cooperate with others
 - Show leadership and take initiative in group efforts
 - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
 - Make contributions that reflect excellent preparation (i.e., complete required reading)
- Practice professionalism
 - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
 - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
 - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
 - Be respectful towards others

Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student.** *Three absences for any reason, whether excused or not, may constitute failure for the course. Communicate with me if you must be absent or late for any reason.* Students are individually responsible for material they may have missed due to absence or tardiness. Please notify me in advance if there are any special needs.

Late Assignments

Assignments that are not turned in before the start of class are considered late and will not receive credit, unless I have granted an extension.

In the case of an emergency or extenuating circumstance, **if you do not communicate with me at all within 24 hours of the due date, I will NOT accept the assignment and no credit for the assignment will be given.** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Late assignments may not include comments in addition to the grade.

Please be sure when uploading assignments to D2L that the file has uploaded to the Dropbox. I will not accept the excuse that 'I thought I uploaded it, it must not have gone through'. If you have trouble uploading, please contact me.

Extensions

If you need more time to finish your work, a no penalty 3 day extension can be granted **if you contact me before class starts on the due date.** If you have not turned in the assignment by the date of the extension, no credit will be earned for the assignment.

Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect (<https://campusconnect.depaul.edu>).

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

Lewis Center 1420, 25 East Jackson Blvd.
Phone number: (312)362-8002
Fax: (312)362-6544
TTY: (773)325.7296

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

How do I schedule a Writing Center appointment? To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.