

INSTRUCTOR

B. Rich

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COURSE INFORMATION

DMA 525 Section 801

Time: Thursday 5:45 – 9:00

Location: 14 East Jackson, #507 (Loop)

Course page: [D2L](#)

COURSE DESCRIPTION

This foundation course will provide students with a detailed practical introduction to the technological practices, skills, and tools of digital communication. Students will engage with digital technology with the goals of learning and practicing technical skills across a range of technologies, including photography, video and audio. Students work with still images, moving images and sound using integrated digital media applications. The course focuses on the technical, social and cultural competencies required to traverse media in online convergence environments. The challenge and potentials of telling stories across media are explored. This class provides students a hands-on approach to digital communication. This course will also prepare students to work with digital technology at future jobs.

PREREQUISITE(S): None

LEARNING OBJECTIVES

1. To understand and express design concepts within 2D visual works.
2. To learn techniques for capturing, creating and editing high quality audio, video and still images
3. To develop creative audial and visual design projects
4. To understand the interconnectedness of various digital media
5. To tell stories/communicate themes or ideas across multiple media forms
6. Develop/hone professional presentation skills
7. Develop skills in critical analysis and feedback.

CLASS FORMAT

Lectures, discussions, workshops and student presentations.

RECOMMENDED READING

- *Multimedia Foundations: Core Concepts for Digital Design*; Vic Costello, Focal Press, 2012+ ISBN: 9780240813943
- *Contagious: Why Things Catch On*, Jonah Berger

REQUIRED SOFTWARE AND DEVICES

- Still and Video Cameras (available for check-out from Cage)
- High quality microphone, sound recorder (also available from the Cage)
- Software: Adobe Creative Cloud
- CDM [Computer Labs](#) are available for software use outside of class
- CDM labs offer Adobe Creative Cloud on PC and Mac operating systems. Information about acquiring Adobe Creative Cloud and other software is available [here](#).
- Supplemental instruction at LinkedIn Learning (LL) is required. It is available at the library and by (free) [subscription](#). Make sure you're logged into Campus Connect before clicking on the Log into Lynda.com link on the page.

EVALUATION & GRADING

Attendance / Participation	30
Projects	60
Final Project	10

Attendance: Points for every class attended

Participation: Contributions to class discussions and activities; presentations

Projects: There will be 3 major project areas: photography, podcasts and short films. Each major project will consist of various smaller assignments in pre-production, production and post-production.

Final Project: This is where all the pieces you created throughout the quarter come together. You will present a 'campaign' that includes your photos, memes, film and podcast

GRADING SCALE

A	90%
B+	87%
B	80%
C+	77%
C	70%
D	60%
F	50%-

Letter grades will be based on the minimum percentages of total points earned

WEEKLY SCHEDULE (subject to change)*

WEEK 1 Jan 9	TOPIC	Syllabus Introductions, skill survey Transmedia Storytelling Theme topics
	LEARNING Suggested Reading:	Watch Photography Lecture Pt 1 (D2L) Costello – Ch. 1 – Understanding Multimedia Ch. 3 – Project Planning and Evaluation
	ASSIGNMENT	Choose a theme, topic or ‘big idea’ for your projects Post some of your favorite memes to Slack View “Exposure” powerpoint (D2L)
WEEK 2 Jan 16	TOPIC	Photography: Cameras, exposure Building your campaign Pre-Production
	WORKSHOP	DSLR Cameras, Photography Technique
	LEARNING Suggested Reading:	Watch Photography Lecture Pt 2 (D2L) Costello – Section 3 – Static Media
	DUE	Your favorite memes (Slack)
	ASSIGNMENT	View “Depth of Field (DOF)” powerpoint Make-A-Meme – Post to Slack Pre-Production (Podcast, Short Film)
WEEK 3 Jan 23	TOPIC	Photography: DOF, Lighting Pre-Production,
	WORKSHOP	DOF, Lighting
	LEARNING	Watch LL lecture – Photoshop
	DUE	Meme – Posted to Slack
	ASSIGNMENT	Photo Series Photos
WEEK 4 Jan 30	TOPIC	Photoshop Podcasts, Pre-production
	WORKSHOP	Photoshop
	Suggested Reading	Costello – Ch. 11 – Recording Formats & Device Settings Ch. 12 – Audio Production
	DUE	Photo Series Photos
	ASSIGNMENT	Photo Series finished and polished Podcast Script View “Sound Basics” powerpoint
WEEK 5 Feb 6	TOPIC	Podcasts Audio Recording Techniques
	VIEWINGS	Photo Series
	WORKSHOP	Audio Equipment Demo and practice
	Suggested Reading	Costello – Ch. 14 – Time-Based Editing
	DUE	Polished Photo Series

		Podcast Script
	ASSIGNMENT	Podcast recorded
WEEK 6	TOPIC	Audio Post-production
Feb 13	WORKSHOP	Audio Post-production software
	Suggested Reading	Costello – Ch. 13 – Video Production
	DUE	Podcast audio (recordings, SFX, music)
	ASSIGNMENT	Podcasts - Finished and polished Short Film Pre-Production
WEEK 7	TOPIC	Video: Technique
Feb 20	WORKSHOP	Video Cameras, Sound
	CRITIQUES	Podcasts
	DUE	Podcasts
	ASSIGNMENT	Begin Shooting Short Film
WEEK 8	TOPIC	Video Editing
Feb 27	WORKSHOP	Adobe Premier Pro
	DUE	Short Film footage
	ASSIGNMENT	Short Film Rough Cut – Links uploaded to Slack by 3/5/20
	ASSIGNMENT	Short Film Fine Cut – Due in class 3/12/20
WEEK 9	TOPIC	NO CLASS
Mar 5	CRITIQUES	Short Film Rough Cuts (Slack)
	DUE	Short Film Rough Cut
	ASSIGNMENT	Polish podcast, photo series, memes, short film Final Presentation
WEEK 10	TOPIC	Short Film + Final Project Presentations
Mar 12		Attendance is mandatory Absence or no final project presentation = F for course
WEEK 11		NO CLASS
Mar 19		

* This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class and sent via email. ^[SEP]

Course Policies: In addition to [CDM Academic Policies](#) and [DePaul University Policies](#), the following policies will apply to this course:

Email: Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure their email listed under "demographic information" at <http://campusconnect.depaul.edu> is correct.

Some guidelines for your emails:

- Be clear and concise in your subject line; ex: "DMA 525 – question about assignment X"
- Don't reply to class-wide email unless it pertains specifically to the subject of that email
- Begin a new email thread for any new question, notification, etc.
- Expect a reply within 24 hours during the week. Expect a delayed response on weekends. If you don't get a response within 1 business day, please resend as there may be an email issue

Course Lectures/Reading Assignments: The assigned and recommended readings offer an opportunity for independent learning that supplements the lectures. Lectures will introduce material not available in the readings, and the readings will explore concepts not mentioned in class.

Late Assignments: In order to receive any credit for an assignment, you must communicate with me at least 24 hours before the due date/time regarding it being late. Late assignments will have points reduced. No assignment will be accepted more than 7 days late without a medical excuse.

Attendance: Attendance is mandatory. An absence is defined as not showing up for class, arriving 30 minutes late or leaving 30 minutes early. All absences will result in a reduction of the attendance / participation grade. 3 absences, whether excused or not, may constitute failure for the course. In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the [Dean of Students office](#)

Class Participation: Student participation is crucial to this class. Students are encouraged to ask questions and offer comments relevant to the class topics. Students are

encouraged to offer answers, insights and best guesses to questions posed in class. Having your files and devices, making the most of class time and being fully present and engaged add towards the class experience and your participation points. Productive critiques of your own and everyone else's work is critical. For group projects, each individual is expected to contribute according to the needs of the group/project. Private peer evaluations will afford each group the opportunity to measure the contributions of each individual.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you expect to need to answer a call during class, tell the instructor before class and leave the room in an undisruptive manner. If you are required to be on call as part of your job, please communicate this at the start of the course.

Behavior & Attitude: Food and drink are fine as long as they do not disrupt the class or bother other students. A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include: talking to others when someone is speaking, mocking another's opinion, cell phones ringing/vibrating, emailing, etc. Out of respect to fellow students and the instructor, texting, social media and other forms of technological socializing are not allowable in class. If any issues arise a student may be asked to leave the classroom and/or lose their tech privileges.

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.

Preferred Name & Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun if you advise me of this preference. Students may choose to identify within the University community with a preferred first name that

differs from their legal name and update their gender. For more information and instructions on how to do so, please see the [Student Preferred Name and Gender Policy](#).

DePaul University Policies:

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](#).

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 under [Enrollment Policies](#).

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.

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